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ABSTRACT

In 1983, Douglass College and the Women's Studies Program of the Faculty Arts and Sciences at Rutgers University were awarded a 3-year Fund for the Improvement of Postsecondary Education (FIPSE) grant to develop a junior year at Douglass Program in Women's Studies. It allowed students from other four-year colleges to spend their junior year at Douglass taking courses in women's studies and participating in customized career planning workshops. A project overview is followed by information on the background and origins of the project and a project description. The description covers program planning and administration, development of an application packet and brochure, spreading the work about the program and recruitment of students, admission to and enrollment of students in the program, programs for students enrolled at Douglass, and the career development component. The project resulted in (1) career focus materials available for national distribution and (2) a select group of students who attended Douglass for 3 years. Appended are: (I) insights for FIPSE and (II) a series of related documents, including 3 career focus booklets ("Discover Your Career" in Communications, Social Sciences, and Math and Science); a Job Survival Skills Training Manual; the application packet and program brochure; update announcements and flyers; accept and admit letters; an agenda for faculty/staff workshop; a flyer and agenda for proposed regional conference; the schedule for fall 1985 workshop; list of participants in evaluation session; flyers for 1986-87 workshops; an article about the first group of students; and a publicity flyer for career materials. (SM)

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# JUNIOR YEAR AT DOUGLASS PROGRAM IN WOMEN'S STUDIES
# FINAL REPORT

## Cover Sheet

Grantee Organization:

Rutgers, The State University of New Jersey
New Brunswick, NJ 08903

Grant No.:

G008302815

Project Dates:

Starting Date: September 15, 1983
Ending Date: September 14, 1986
Number of months: 36

Project Director:

Joan N. Burstyn, Director, Women's Studies Program
Mary S. Hartman, Dean, Douglass College
Rutgers University
New Brunswick, NJ 08903
Telephone: (201) 932-9721

Fund Program Officer(s): Lynn DeMeester

Grant Award:

| | |
|---|---|
| Year 1 | $40,552 |
| Year 2 | 35,640 |
| Year 3 | 37,199 |
| Total | $113,391 |

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## THE JUNIOR YEAR AT DOUGLASS PROGRAM IN WOMEN'S STUDIES

The Junior Year at Douglass Program in Women's Studies offers an alternative junior year program for those students interested in studying women's lives in an academic environment. Students can come to the program for a year or a semester. They take courses in the Women's Studies program and in other disciplines related to Women's Studies. Programs are designed to meet individual needs and requirements, including core requirements from home institutions. Internship placements and research opportunities are available as well as specially-designed career workshops for Women's Studies students. The environment is a very supportive one for women students interested in Women's Studies.

Dr. Ellen F. Mappen, Program Director
Voorhees Chapel
Douglass College
New Brunswick, New Jersey 08903

201-932-9197

Materials Available:

"Discover Your Career, Women's Studies Career Focus Booklet, Series I, Communications"
"Discover Your Career, Women's Studies Career Focus Booklet, Series II, Social Sciences"
"Discover Your Career, Women's Studies Career Focus Booklet, Series III, Math and Science"
"Job Survival Skills for Women's Studies Students: A Career Development Training Manual"

A brochure describing the program is also available.

## Executive Summary

Junior Year at Douglass Program in Women's Studies
Voorhees Chapel
Douglass College
Rutgers University
New Brunswick, New Jersey 08903

Dr. Ellen F. Mappen, Program Director
201-932-9197

### Project Overview

In 1983, Douglass College and the Women's Studies Program of the Faculty of Arts and Sciences at Rutgers University in New Brunswick were awarded a three-year grant from the Fund for the Improvement of Postsecondary Education to develop a junior year program in Women's Studies to allow students from other four-year colleges to spend their junior year on the Douglass campus taking Women's Studies courses. In addition, students would participate in career planning workshops specially designed for the program. The program director has been Dr. Ellen F. Mappen who continued to direct the program this academic year.

Douglass College and the Women's Studies Program plan to continue the Junior Year at Douglass Program in Women's Studies as a joint effort. A total of thirteen students have attended the program since 1984. The students have come from the following colleges and universities: Bard College, New York; Southwestern University, Texas; University of Wisconsin-LaCrosse, Wisconsin; Appalachian State University, North Carolina (2 students); Hamilton College, New York; LeMoyne College, New York; St.Andrews Presbyterian College, North Carolina; University of Massachusetts, Amherst, Massachusetts; Butler University, Indiana; Goucher College, Maryland; Wesleyan University, Connecticut; and, University of Missouri, St. Louis, Missouri. The program is an alternative junior year program for students interested in Women's Studies.

The Junior Year at Douglass Program in Women's Studies has also developed a series of career focus booklets and a training manual on job survival skills which have been disseminated around the country. They are:

"Discover Your Career, Women's Studies Career Focus, Booklet, Series I, Communications;
"Discover Your Career, Women's Studies Career Focus, Booklet, Series II, Social Sciences;
"Discover Your Career, Women's Studies Career Focus Booklet, Series III, Math and Science; and,
"Job Survival Skills for Women's Studies Students: A Career Development Training Manual."

These materials are available for distribution to professionals in the field (Women's Studies instructors and Career Development personnel).

Purpose

The Junior Year Program was designed to address two problems: to give women students at other institutions access to a highly-rated program in Women's Studies situated at a women's college in a major research University and to give Women's Studies students the opportunity to think about their career options and strategies for career success while they were still undergraduates. The career planning component would make this alternative junior year program doubly unique.

Background and Origins

Because of a recent reorganization of the faculty at Rutgers-New Brunswick, the Women's Studies program was housed at Douglass College at the time of the grant application. The program then offered students a minor field certificate in Women's Studies. Approximately thirty courses were available each semester relating to women. Numerous centers and institutes existed at Rutgers which focus on women's lives.

The program was well received by other administrative offices and by the faculty at Rutgers. Dr. Mappen received much help in setting up the process by which the students were admitted and enrolled. A procedure was developed so that Rutgers could package the students for Financial Aid. Support for the program was forthcoming from the Office of Career Development. In addition, the Associate Alumnae of Douglass College and the Dean's Office of Douglass provided monetary support.

The program originally intended to recruit twenty-five students a year. However, applicants to the program are a highly self-selected group. The small size of the program has worked to its advantage. The students receive a lot of individual attention and faculty and staff are well aware of which students are Junior Year participants.

Finally, Douglass College provides a very supportive environment for women. In its programming, it emphasizes women's leadership potential and the contributions women make to society.

Project Description

The following summarizes the key activities in implementing the program as well as some major components of the program:

--developing an application packet and brochure to publicize the program;

--a direct mail campaign;

--an advertising campaign, primarily in professional society journals and newsletters in selected fields;

--admitting and enrolling of students each year since 1984;

--programs for enrolled students, including a special orientation session, intensive advising, opportunities to meet selected faculty and staff;

--an opportunity to undertake a research project or an internship placement in addition to courses in the Women's Studies program;

--the career development program which has included faculty/staff workshops, workshops for students, and an evaluation session for the materials developed for the program; and,

--career development materials which have been disseminated nationally.

Project Results

The Junior Year at Douglass Program in Women's Studies has had two main outcomes: an exciting group of students who have come to Douglass for the last three years and the career focus materials which are available for national distribution.

Summary and Conclusions

The main conclusion, in reviewing the last four years, three of which were funded by FIPSE, is that the program has worked well. For students who are interested in studying women's lives in a strong academic environment and at a women's college, the program is ideal. The students, while coming from very different backgrounds, have a common bond in their interest in Women's Studies. It is because of the quality of the students we have attracted and the need the program meets for these students, that we have plans to continue it as a joint effort of Douglass College and the Women's Studies program.

JUNIOR YEAR AT DOUGLASS PROGRAM IN WOMEN'S STUDIES

FINAL REPORT

PROJECT OVERVIEW

In 1983, Douglass College and the Women's Studies Program of the Faculty of Arts and Sciences at Rutgers University in New Brunswick were awarded a three-year grant from the Fund for the Improvement of Postsecondary Education to develop a junior year program in Women's Studies. This program would allow students from other four-year institutions to spend their junior year on the Douglass campus taking Women's Studies courses. In addition, students would participate in career planning workshops specially designed for the program. The career materials designed for the Junior Year program were to be disseminated around the country.

The program director, Dr. Ellen F. Mappen, used the initial year of the grant to publicize and plan the program. The first students began the program during the 1984-85 academic year. To date, 13 students have attended the program. They came from the following schools (listed by year):

1984-85

Bard College, New York

Southwestern University, Texas

University of Wisconsin-LaCrosse, Wisconsin

1985-86

Appalachian State University, North Carolina

Hamilton College, New York

LeMoyne College, New York

St. Andrews Presbyterian College, North Carolina

University of Massachusetts, Amherst, Massachusetts

1986-87

Appalachian State University, North Carolina

Butler University, Indiana

Goucher College, Maryland

Wesleyan University, Connecticut

University of Missouri, St. Louis, Missouri

The Junior Year Program will be continued as a joint effort of Douglass College and the Women's Studies Program. In the fall of 1987, one student who began this spring will be continuing in the program. Dr. Mappen will be her adviser. This coming year, however, will be a transition one for the Junior Year Program from a grant-funded one to a University program which will be finalized as soon as a new director for the Women's Studies Program takes over programmatic responsibilities. We plan to advertise the program during the 1987-88 academic year and again to accept new students for the 1988-89 academic year.

In addition to providing an alternative junior year program for students interested in Women's Studies, the program also has a career planning component. The program has developed a series of career focus booklets and a training manual on job survival skills which have been disseminated around the country (See Appendix for copies of the materials). They are:

"Discover Your Career, Women's Studies Career Focus Booklet, Series I, Communications";

"Discover Your Career, Women's Studies Career Focus Booklet, Series II, Social Sciences";

"Discover Your Career, Women's Studies Career Focus Booklet, Series III, Math and Science"; and,

"Job Survival Skills for Women's Studies Students: A Career Development Training Manual."

The three booklets can be used either by students or instructors (Women's Studies professors and Career Development personnel); the training manual is designed for instructors. To date, we have had 200 orders for the materials and we have mailed the following numbers of booklets and manuals:

| | |
|---|---|
| Series I | 374 |
| Series II | 348 |
| Series III | 327 |
| Training Manual | 341. |

PURPOSE

The Junior Year Program was designed to address two problems. First, we wanted to give women students at other institutions both access to a program which is rated as one of the best Women's Studies programs in this country and an opportunity to reside on a college campus which is the only women's college within a major public university. That students from other institutions would be interested in combining the study of women in our Women's Studies program with

attending a women's college was suggested to the Dean of the College, Mary S. Hartman, by a student visiting as an intern from the University of Oregon. We also hoped that the Junior Year Program would serve as a model for other institutions to increase the impact of their interdisciplinary or disciplinary strengths in this field.

In spite of the growth in courses by 1982 (a New York Times article in December of that year estimated that there were about 20,000 Women's Studies courses nationwide), there were still schools which did not offer any courses in Women's Studies or where the offerings were limited. In addition, students wanting to study at a different institution for a semester or a year had few alternatives if they were interested in gender-related subjects. A survey by Ms., published in October of 1984, of junior year programs for students interested in studying about women's lives shows that our program was the only one of its kind in that it offered a regular academic program to undergraduate students. While this has changed somewhat in that Old Dominion now hopes to offer a junior year program, the Junior Year at Douglass Program in Women's Studies remains as the alternative for those students interested in a junior year which focuses on the study of women's lives.

Second, the originators of the project, which included Dr. Joan Burstyn, who was then Director of the Women's Studies Program, believed that there was a need to look at career options and strategies for students who had some background in Women's Studies. The career planning component would make this junior year program doubly

unique by offering workshops which would assist students in thinking about their careers after college. While originally these were to be open only to the Junior Year students, we subsequently opened them to all Women's Studies students as a way of more completely integrating the Junior Year students into the Women's Studies Program.

BACKGROUND AND ORIGINS

Given the project's goal of offering a Junior Year Program in Women's Studies on a women's college campus, the timing was ideal. When the proposal was written, the Women's Studies Program was already, because of a recent reorganization of the faculty at Rutgers-New Brunswick, centered at Douglass College. The program then offered students a minor field certificate in Women's Studies. It now offers a major and a minor; Junior Year students, however, are still eligible for a certificate.

At the time of the grant application, approximately thirty courses were available each semester relating to women. Some courses were offered through the Women's Studies Program and others through individual departments such as Anthropology, Art, Economics, English, History, Human Communication, Italian, Labor Studies, Philosophy, Political Science, Psychology, Religion, Sociology, and Spanish.

Another factor which we believed would contribute to the success of the project, was the number of institutes and centers which focused on women's lives. Through these, we could offer students internship and research opportunities. For example, the Center for the American Woman and Politics and the Institute for Research on

Women both are housed on the Douglass campus. Since that time, Douglass has also become the home of the New Jersey Laurie Chair in Women's Studies.

On the administrative side, the fact that the program was a joint effort of Douglass College and the Women's Studies program worked to the Junior Year program's advantage. Dr. Mappen was able to call upon staff in the Dean of Students Office at Douglass to arrange housing (since all Junior Year students are guaranteed a room on campus) and the orientation program. The Douglass Registrar facilitated the registration of the students. The Dean's Office of Douglass College provided, and has continued to provide, scholarship funds and other funds for publicity and general office support.

For the most part, because of the cooperation of existing offices at Douglass and in other parts of the University, we were able to follow the procedure outlined in our grant proposal for the admission of students as nonmatriculated students to Douglass College and for transfer of credit approval before enrollment. We did alter the procedure in one way only but that was to the benefit of the Junior Year students. During the first year of the grant, it became apparent that students would need to be eligible to apply for Financial Aid in order to attend Douglass. With the help of the University Financial Aid Office, we worked out a procedure where accepted students would not be officially admitted until the transfer of credit agreement was signed by the appropriate official at the home institution. In this way, our Financial Aid Office could

package eligible students for federal, and where applicable, state aid.

Support for the Junior Year Program was also forthcoming from two other areas. First, the Director of the Douglass/Cook Office of Career Development has worked continuously with Dr. Mappen on the career development component. Second, the Associate Alumnae of Douglass College has provided travel grants to some of the students.

Moreover, because the Junior Year students would be coming from diverse backgrounds during the middle of their college years, it was very important that they find the environment at Douglass supportive. The programming at Douglass is geared towards developing the leadership potential of women. In addition, although it was originally envisioned that we accept about 25 students to the program, the self-selection process which we now realize goes into becoming an applicant for the program has enabled us to keep the program much smaller. In this way, Dr. Mappen can give the students much individual attention. These factors have been an asset to the Junior Year Program and to the students who have come here.

PROJECT DESCRIPTION

--PROGRAM PLANNING AND ADMINISTRATION

During the first year of funding, Dr. Mappen planned and publicized the program. It was important to let certain categories of people (faculty and students at our own and at other institutions and members of professional associations) know about the program. Colleagues of our own faculty at other institutions were contacted.

It was also important to begin designing and implementing the career planning component. Lastly, Dr. Mappen had to work out administrative details so that admitted students could enroll for the 1984-85 academic year.

In the following years, Dr. Mappen continued to publicize the program and to refine the administrative procedures by which students enrolled at Douglass. In addition, Dr. Mappen has served as the academic adviser to the Junior Year students and has worked with the Director of the Douglass/Cook Office of Career Development to organize workshops for the program (both for students and faculty and staff) and to evaluate the materials. From March of 1986 through mid September, Dr. Mappen, because of changes in her duties, was assisted by Ms. Lucy Baruch who worked on enrolling the Fall 1986 class of students as well as on finalizing the career planning materials for distribution. Ms. Baruch also undertook the publicity to disseminate the career materials.

The following summarizes some of the key activities in implementing the program as well as some major components of the program:

1. <u>The development of an application packet and the design of a brochure</u> ( See Appendix). For the most part, we have been able to use the same materials which have been updated each year. We found that we needed more brochures than originally anticipated. Funds for the additional publicity materials came from the Office of the Dean of Douglass College.

2. Spreading the word about the program and the recruitment of students. This part of the project's activities had of necessity to be wide ranging for the first couple of years. It has paid off in that by now the existence of the Junior Year program is known by faculty around the country who are the best source of students for us.

During the first year, we undertook an extensive direct mail campaign. We mailed approximately 885 informational letters to faculty, administrators, and professional groups around the country, we sent letters to students who had been admitted to Douglass but did not attend, we sent letters to graduates of Rutgers whom we thought would want to learn about the project, and we purchased mailing labels from the National Women's Studies Association, the American Historical Association, and the Modern Language Association. We also placed annoucements in professional newsletters and journals, were mentioned in the Chronicle of Higher Education's "Ideas" section, had the Rutgers News Service release a story on the program which was widely mailed, sent copies of the news release to editors of college papers around the country where there are no Women's Studies programs, and advertised in selected college newspapers.

In the second year, we expanded upon our activities with more direct mailings, by placing "update" annoucements about our activities in professional newsletters and journals, by speaking at conferences (for example, the National Women's Association conference), and by advertising in several publications, including

Signs. For the last year of the grant, the annoucement of the availability of the career planning materials in different professional journals and newsletters has served as publicity for the program as well (See Appendix for examples of some of our mailings). We are planning, as a way of reminding faculty at other institutions about the program, to advertise again in Signs.

3. The Admission to and Enrollment of Students in the Program. This part of the project's activities included a faculty review of all applications, the two-step admissions process to insure that credit would be transferred (See Appendix for copies of accept and admit letters sent last year), the registration of students, the handling of housing placements, and other miscellaneous administrative matters.

4. Programs for Students Enrolled at Douglass. The first students arrived at Douglass in September 1984. They, as did students who arrived in subsequent years, enrolled in regularly-scheduled classes both in Women's Studies and in other disciplines needed to meet requirements at their home institutions. Students' programs are especially designed to meet their individual needs and interests. Along with course work, students have the option of undertaking a research project or an internship placement. Most of the students have taken advantage of the opportunities available at Rutgers and in the area and have chosen an internship placement. For example, students have worked at the Center for the American Woman

and Politics, for Planned Parenthood in New Brunswick, and for the Women Artists Series at Douglass.

Because the students were coming from other institutions during the middle of their college careers, Dr. Mappen developed a special orientation program and arranged for regularly-scheduled advising sessions. In addition, special activities were planned either for the Junior Year students alone or for both Junior Year students and regularly-enrolled Women's Studies students. Each year, a series of lunch-time meetings are planned so that the students can meet with faculty and administrators at Rutgers. The students are also encouraged to attend the numerous lectures available at Rutgers in the field of Women's Studies.

5. The Career Development Component. During the first year of the program, we identified the consultant who would design the career planning materials and also conduct a training workshop for faculty and staff. After a search, we retained the services of Ms. Audrey Goodman, who at that time was Director of Career Services at Fairleigh Dickinson University's Rutherford campus. She designed the first two booklets and the training manual. For the third booklet on math and science, we decided we needed someone with more of a Women's Studies background and thus retained the services of Dr. Sue Rosser, then of Mary Baldwin College and now Director of Women's Studies at University of South Carolina.

The following activities were sponsored by the Junior Year Program and the Douglass/Cook Office of Career Development:

--Workshops for faculty and staff at Rutgers in New Brunswick were conducted by Audrey Goodman on September 10 and September 13, 1984. These workshops were a way of introducing the materials Ms. Goodman had developed so that the materials could be critiqued and also adapted for use at the University (See Appendix for agendas.)

--A Pilot Project for Women's Studies Students was held during the 1984-85 year. In the fall, a planning session was held to give the students an overview of the career planning component and to let them choose which modules they would like to have presented during the spring of 1985. Three sessions were held in the spring.

--A conference, "Career Focus for Women's Studies Graduates," was planned for April 24, 1985 but was not held because of insufficient registration (See Appendix for flyer and proposed agenda).

--During the Fall 1985 semester Ms. Krucher and Dr. Mappen held an eight-week long series of workshops for Women's Studies students (See Appendix for schedule of meetings).

--On November 21, 1985, Ms. Krucher and Dr. Mappen conducted a session to evaluate the career planning materials (See Appendix for list of participants). During the summer of 1986, Ms. Baruch edited the materials based upon the comments made at the evaluation session.

--During the 1986-87 academic year, Ms. Krucher and Dr. Mappen planned three workshops (See Appendix for flyers advertising the sessions).

PROJECT RESULTS

The Junior Year at Douglass Program in Women's Studies has had two main outcomes: an exciting group of students who have attended the program for the last 3 years and the career materials which are now available for all institutions. Thus, the program is having an impact on our own institution as well as on others.

For the students, the year (or in a couple of cases, the semester) has proven to be a worthwhile experience. The students gain confidence in their abilities and usually perform well in their classes. They get involved in activities at Douglass. As one student said recently, she received a far better education this year than in her two previous years at college and paid less for it. From the first group of students on, they have all been glad they chose to attend the program (See Appendix for article about first group of students). If there is one fault with the program, it is that the students like Douglass so much that they find it hard to leave and return to their own institutions. One student, in fact, did transfer to Douglass although the program does encourage students to return to their own colleges to complete their undergraduate education.

The career materials have been evaluated positively by professionals in the field. They are adaptable to different learning situations and can be used for other liberal arts students as well as those in Women's Studies. They are being widely disseminated by mail.(See Appendix for flyer we sent using NWSA and Peterson labels). Students, however, seem less interested in career planning than we had hoped. Of all the sessions organized for students, the ones

which brought graduates back to campus (Making Your Women's Studies Background Work For You) were most effective, possibly because they combined Women's Studies with career issues in a way some of the other modules do not. Still they are useful tools for Career Development professionals as well as for faculty who can use them in courses on Women and Work.

Copies of the career development materials (booklets and training manual) can be obtained by writing to: Junior Year at Douglass Program in Women's Studies, Voorhees Chapel, Douglass College, New Brunswick, New Jersey 08903.

SUMMARY AND CONCLUSIONS:

The main conclusion, in looking back over the last four years of the Junior Year Program (three of which were funded by FIPSE), is that the program has worked well. For students who are interested in studying women's lives in a strong academic environment and at a women's college, the program is ideal. These students, as it became apparent, are a highly self-selected group. Because of this factor, the program has remained small. Herein lies its strength. Each student gets individual attention and becomes known as "a Junior Year student". The students, while coming from diverse backgrounds, also have a common bond because they are part of this "special" program. It is because of the quality of students we have attracted and the need the program meets for these students, that the program will be continued as a joint effort of Douglass College and the Women's Studies Program.

## APPENDIX I--INSIGHTS FOR FIPSE

(1) This is an excellent forum to thank the Fund For the Improvement of Postsecondary Education (FIPSE) for giving us the chance to develop the Junior Year at Douglass Program in Women's Studies. It is a very exciting and rewarding program to administer because of the quality of students who are attracted to the program. The fact that the program now exists is a credit to FIPSE. What it means is that students with specific interests in Women's Studies have an option that they did not have before. That is, they can come to a campus and a program which emphasizes women's leadership role and the importance of studying about women both in contemporary society as well as historically. This point needs to be emphasized.

(2) There are several areas which result from using the insights of an interdisciplinary subject such as Women's Studies which deserve consideration:

(a) projects which focus on integrating gender issues into the general curriculum;
(b) projects which design courses integrating Women's Studies and Career Development strategies relevant to women and work; and,
(c) projects relating to women in science both at the college and high school levels.

The latter area, in particular, looks at the gender basis of "doing" science in our society. At Douglass, for instance, we are trying to overcome societal barriers to women's participation in science by providing co-curricular support programs at the college level as well as programs for high school students.

APPENDIX II

A. Career Focus Booklets and Job Survival Skills Training Manual.

B. Application Packet and Program Brochure.

C. "Update" annoucements and flyers.

D. Accept and Admit Letters.

E. Agenda for Faculty/Staff Workshop.

F. Flyer and agenda for proposed regional conference.

G. Schedule for Fall 1985 workshop.

H. Participants in Evaluation Session.

I. Flyers for 1986-87 workshops.

J. Article about first group of students.

K. Publicity flyer for career materials.

# Discover Your Career

## Communications

A Project of the Junior Year at Douglass Program in Women's Studies

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
Campus at New Brunswick

# Now Available

# Women's Studies: Career Focus Booklets

Series I Communications | Series II Social Sciences | Series III Math & Science | Career Development Training Manual

Series I, II, and III. Women's Studies offers benefits to students which, combined with a background in either Communications (English, Journalism, Communication), Social Sciences, Math, or Science, will enable them to develop marketable skills and effectively pursue their field of interest. Whether students plan to use their Women's Studies training to create employment opportunities directly related to women's issues, or to pursue a career path that is not specifically oriented towards women, a Women's Studies background will be invaluable.

These booklets have been designed to: help students think about how they can apply their background to their future career path; look at some of the career options open to people with their skills and interest; describe specific steps they might take to decide on and prepare for the career of their choice; and examine profiles of women with backgrounds similar to theirs and how these women have pursued their fields of interest.

Job Survival Skills for Women's Studies Students: A Career Development Training Manual is designed to give instructors (Women's Studies professors and Career Development personnel) concrete ideas and activities for teaching job survival skills to Women's Studies students. The manual includes ten modules, each of which provides background information on the topic, discussion guides, several exercises and assignments, and more. The module topics range from - "Making Your Women's Studies Degree Work For You, Not Against You" to "Goal-setting," "Networking," and the "Job Game." While the training manual is designed to be presented in a classroom situation or through a workshop series, individual students will also benefit from reading and following through on the suggested exercises.

To order the whole packet - which includes Series I, II, and III, as well as the Training Manual - or individual booklets, simply fill out and return the form below.

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ORDER FORM -- WOMEN'S STUDIES CAREER FOCUS BOOKLETS

| | Please send: Number of copies | | Cost w/ postage* | | Price |
|---|---|---|---|---|---|
| Whole Packet (Series I, II, III, and Manual) | _____ | x | $ 3.00 | = | _____ |
| Series I: Communication, English, Journalism (17 pages) | _____ | x | $ 1.10 | = | _____ |
| Series II: Social Sciences (17 pages) | _____ | x | $ 1.10 | = | _____ |
| Series III: Math and Science (22 pages) | _____ | x | $ 1.10 | = | _____ |
| Career Development Training Manual (44 pages) | _____ | x | $ 1.60 | = | _____ |
| | | | Total Price | = | $_____ |

* Postage is based on book rate mailing and is subject to change.

I am enclosing a check or money order made payable to Rutgers University for the total price of _____ which includes postage and handling.

Return to: Junior Year at Douglass
Program in Women's Studies
Voorhees Chapel, Room 4B
Douglass College
New Brunswick, NJ 08903

Mail to: _____
_____
_____

WOMEN'S STUDIES: CAREER FOCUS

SERIES I

COMMUNICATION

A project of the Junior Year at Douglass Program in Women's Studies. This booklet was prepared for the project by Audrey Goodman, Director, Career Services, Fairleigh Dickinson University, Rutherford Campus.

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First Printing, January 1985. Revised Edition, September 1986.

## INTRODUCTION

This booklet was developed prior to the time when students could major in Women's Studies. Hence, it has been designed with the idea that students would be combining their Women's Studies background with either a major in Communication, English, or Journalism. Women's Studies majors will, however, benefit from this booklet by bearing in mind that many of the principles, methods, and procedures outlined are transferable to students with their background.

Women's Studies offers benefits to you which, combined with your background in communications (Communication, English, or Journalism), will enable you to develop marketable skills and effectively pursue your field of interest. Whether you combine your Women's Studies and communications background to create employment opportunities directly related to women's issues (for example, working for a feminist press) or to pursue a career path that is not specifically oriented towards women (for example, in corporate communications), your Women's Studies background will benefit you. We have designed this booklet to help you think about how to apply your background to your future career path and to give you some ideas about how to get started.

Women's Studies courses provide you with unique skills. You have been taught to look at the world differently and to think, read, and write critically. Your ability to seek out, analyze, and integrate information and ideas from a variety of sources and perspectives will be of ongoing value to you. You have also developed an understanding of women's situations in our society. Through your Women's Studies courses you have learned about women and work and have a framework for analysis that will help you to understand some of the complicated social and political interactions that may arise in the work environment. Since you may well have been given the responsibility for organizing and leading class discussions, you have also learned something about leadership and group dynamics. In addition, you have probably learned to work independently both inside and outside of the classroom. Your Women's Studies background may also have helped you to develop greater confidence and the ability to handle conflict and take risks.

Your Women's Studies background offers some additional benefits to you, particularly in the way you approach the job market. Women's Studies graduates report that their background has given them the strength and determination needed to overcome obstacles and pursue their chosen careers. The program helped them to feel confident and to be assertive. These are skills that will be invaluable in helping you deal with prospective employers. In addition, knowing how to network, to work on joint projects, and to recognize the corporation as a political arena -- skills you may have developed in your Women's Studies program -- will help you be successful in finding a suitable career.

In your courses, as a Communication, English, or Journalism major or minor, you have also learned and practiced various writing and technical skills including editing, newswriting, reporting, TV

production, copy editing, layout, and so on. (For brevity and because written and verbal communications skills are key to English, Journalism, and Communication majors, throughout the rest of this booklet "communication majors" and "communication fields" refers to the English, Journalism, and Communication majors and related fields.) Your strong verbal and written communication skills will allow you to open up many employment doors. College recruiters report that the ability to write and speak well are the most important skills for obtaining any type of employment.

With your communications and Women's Studies background, you will find many options open to you. The difficult part will be deciding how to narrow down your choices. Communication majors work at magazines, newspapers, television stations, corporations, advertising agencies, and public relations firms -- to name just a few places. They use their skills to write, edit, broadcast, administer, interview, investigate, research, promote, or teach in these environments. In what type of environment do you want to use your talents? Which type of job would best match your skills? How will your knowledge of, and interest in, women affect your choices? Who can help you make the right choices?

This booklet will help you answer some of these questions by addressing how your Women's Studies background can make a difference in your choice of career, by looking at some of the career possibilities open to you, by describing some specific steps you might take to decide on and prepare for the right career, and by examining how some other women with backgrounds similar to yours have pursued their own careers.

## THE VALUE OF YOUR WOMEN'S STUDIES SPECIALIZATION

In addition to the above mentioned skills, there are many ways that a Women's Studies specialization can enhance your chances of getting the job you want in the communications field. Your Women's Studies background: gives you a focus for your interests; provides you with important networking contacts; increases your self-confidence; and gives you a theoretical knowledge of issues relating to women. You are able to look at all issues, not just those relating specifically to women, with a new perspective.

If you chose Women's Studies because of your strong interest in women's issues, this interest may provide a focal point for your job search. An increasing number of jobs and job assignments in the communications field are related to women, and women whose college studies have included women's issues are in demand for these jobs. There are more magazines than ever before devoted to women's issues on the job and in the home. Television stations are directing news and public affairs programming toward women's issues. Publishing companies are turning out women-related books. Management consulting firms are being requested to provide programs for women moving up the executive ladder in business and industry. Most major companies have employees whose jobs are to see that equal opportunity and affirmative action programs are carried out.

Your Women's Studies education will also help you make contacts essential for getting a job and advancing in your field. More today than in the past, women executives are willing to reach out to help other women find and move ahead on jobs. Your Women's Studies program can probably provide you with lists of women's organizations, publications, or specific individuals (from your own university or from Women's Studies programs at other colleges) for you to contact to help build up your own job-finding network. Since building networks are an important step in your job search, you might want to consider joining one or more women's organizations where you will make both professional and personal contacts. On the last page of this booklet you will find a list of organizations for women in several communications fields. You might look into these organizations and join the ones that seem most appropriate for you, both for career betterment and for personal support.

## MARKETABILITY

In addition to teaching you to take risks and read, write, and think critically, your Women's Studies courses have enabled you to explore women's varied roles in our society, both in a historical and contemporary context, and to gain knowledge about yourself and confidence in your own ability to succeed. These skills and this understanding will allow you to take control of your life and your

career. Assertiveness and self-confidence will also enhance your "marketability." During a job interview, your ability to convince a potential employer that you are right for the job takes belief in yourself and asserting an "I can do it" attitude. Many Women's Studies graduates say that they gained greater self-awareness and assuredness through their programs. Here are some sample comments:

> "My studies helped on a personal level -- I became more self-assured."
>
> "I learned to be assertive and to be able to see through many double standards."
>
> "Women's Studies provided me with the opportunity to see that women are successful and to learn how they can become more successful. It gave me the confidence to strive for success in my own career."

Thus, your communications and Women's Studies background provides you with the strong academic, personal, and interpersonal skills you will need to find the right career path. But what fields are open to you and which directions should you pursue? You'll find a few suggestions in the chart below.

## JOB OPPORTUNITIES

With your degree in a communications field and Women's Studies, a wide variety of job opportunities are open to you. You can analyze your skills and interests, choose the type of work environment that most appeals to you, and use your assertiveness and imagination to help you make your job choice. Here are just a few of the job choices and work environments available to you:

### Job Titles

| Print Journalist | TV/Radio | Public Relations |
|---|---|---|
| stringer | news director | staff member in: |
| reporter | writer | public information |
| editor/ed. assistant | reporter | public affairs |
| production editor | anchorperson | corporate commun. |
| copy editor | producer/assistant | employee relations |
| researcher | broadcast engineer | product publicity |
| circulation mgr. | researcher | consumer services |
| promotion mgr. | station manager | customer relations |
| advertising/PR writer | ad salesperson | fund raising |
| critic | editorial writer | speechwriting |
| special interest ed. (women/food/fashion/ sports/travel) | meteorologist | press relations |
| | announcer | |

## Places to Work

advertising agencies
bookstores
film companies
libraries
newspapers/magazines
public relations firms
publishing companies
radio/TV stations
schools
audio/visual firms
non-profit agencies
banks
corporations
department stores
insurance companies
trade associations
travel agencies
marketing research firms
museums
technical journals
political organizations
women's organizations

## PREPARING FOR A CAREER

### Choosing a Direction

Your major and your interests play the primary role in your choice of a career direction. With your background in Women's Studies and any of the communication fields, you have probably developed good written, verbal, and interpersonal skills -- skills that will be useful in many different professions. Your Women's Studies courses have provided you with organizational and analytical skills, plus an orientation towards women and women's issues, and probably a lot more knowledge about yourself and your ability to succeed. "Great," you are probably saying, "but is that enough to give me a specific career direction?" The answer is yes and no. Self-knowledge and self-confidence are essential elements in any career search. But they do not guarantee you will be doing what you really want to do.

The best way to start your career exploration is to analyze some of the skills you have that you would like to use every day. Here is a sampling of skills that you have probably developed through your college studies and activities. Which of these skills do you think you would like to put to work in your career?

analyzing
corresponding
creating
dealing with pressure
dramatizing
editing
evaluating
interviewing
investigating
making layouts
explaining
handling conflict or controversy
organizing information
promoting
public speaking
questioning
reading critically
researching or obtaining information
reviewing
rewriting
teaching
writing
group facilitating

Here is a self-analysis activity you might want to try out. Pick three or four of the skills listed above and write them in the work space below. Next decide the kind of work place in which you want to use these skills. There are many different types of places in which people with your skills can work. Look back on the "Places to Work" section for some ideas. Where do you think you would be happy working? Add two or three of your top choices of work places to your list. Next, to help narrow your career direction even more, you need to add your special interests to your list. In other words, you can follow this formula to help choose a potential career:

Interests + Skills + Environment = Career Possibility

For example, you might add your interest in women's issues to your skill in writing and desire to work in an advertising agency in order to pursue a position as a copywriter for products directed toward women.

Work Space:

Here's a chart to help you visualize some other possible career directions based upon a primary interest in women and the different skills and work environments listed:

COMMUNICATION MAJORS AND JOBS

| Skills | Environments | Job Possibilities |
|---|---|---|
| editing | publishing house | editing books for gender free language and topics |
| writing | newspaper | covering women's issues for a newspaper |
| analyzing, interpreting data | market research/ corporation | forecasting demand for new women's products |
| researching, organizing | TV station | producing TV documentaries on women |

Once you begin to narrow down your career directions by looking at your interests/skills/environments and brainstorming about possible jobs, it's time to get some experience doing that "dream job." There is nothing better than actually experiencing a job first-hand to see if it is really right for you. Many times, people find that what they think they want to do turns out to be unappealing when their thoughts turn into reality. But you will never know until you try.

## GETTING EXPERIENCE

There are several good ways to get your first taste of a potential long-term career. For example, you can seek out an internship, find a summer job, work part-time within the type of job and environment you think is right for you, or do volunteer work. You will learn more about each of these paths below.

### A. Internships

Many Women's Studies and communications programs offer students the possibility of earning academic credit for relevant work experience. Sometimes the school will find the internship for you. Other times, you will need to find it yourself.

Internships provide you with the opportunity to get good hands-on experience doing a job you would probably not be able to land on a full-time basis at this point in your career. The job may be available to you now because many internships are unpaid. You trade your time and efforts for the opportunity to learn some valuable skills, to "beef up" your resume with appropriate work experience, and to make contacts for future employment. Internships can also lead to full-time employment as many interns are later hired by the firms in which they worked or through contacts made as an intern.

Some internships do offer a small stipend, but the other benefits may be even more important. Amy O'Donnell, a former Douglass journalism major and Women's Studies graduate, said, "My internship with the Boys Club of America was the most important influence I had in making my career choice. I worked in the public relations department. I wrote for their quarterly magazine, wrote press releases, and planned special events." These experiences helped Amy direct herself toward a career in public relations. She is now the public relations coordinator for a New Jersey bank.

Most internship opportunities will require a little creative thinking about the type of environment you want to work in and what you would like to do. They may also require perseverance and creative letter writing on your part to convince potential employers of the value of putting you to work. Think of an appropriate hands-on work experience in which you are interested. Then call, write, and ask around to find a good work place for trying out your idea. Try to be

imaginative and assertive. Keep in mind that many places will be more amenable to providing an internship than an actual job.

Make sure the internship is relevant to what you are studying and to your career goals. However, do not be discouraged if as a result of the internship you decide not to pursue a career in that specific area. It is valuable information to realize that this particular career is not suitable for you, and it saves time, money, and energy for you to learn it from an internship, rather than by taking an actual job in the field.

The list of resources on the last page of this booklet may give you some more ideas and possible directions to pursue in locating an internship in an area that interests you.

B. Part-time and Summer Jobs

If you cannot arrange for an internship, another good way to get valuable work experience is through a part-time or summer job. It is not easy to find part-time work that can provide relevant experience, but the jobs are there. You just have to start your search early and pursue them with determination and creativity. Do not wait until May to begin looking for a summer job; start in January.

For a summer or part-time job, you may have to settle for just being in the environment you want to work in, not necessarily for holding the "dream job." But being in the right environment can have enormous benefits. You can begin observing what other people are doing and you can begin to make useful contacts. For example, Marjorie Borden, who is now a production editor at Prentice-Hall, says her work as a proofreader during summers convinced her that she wanted to become an editor after graduation.

There are several ways to start tapping the job market for summer and part time work. Begin with:

(1) your college placement office. You can find lots of contacts and leads there. Make sure you tell the staff members what you want to do and where you want to do it. Be realistic about the kinds of jobs you can get, but be perseverant as well.

(2) your professors. Ask them for leads to possible personal contacts or to specific businesses, publications, radio or TV stations, agencies or firms.

(3) your friends and relatives. They may know some good people or places for you to contact or have other suggestions for you to pursue.

(4) newspaper want ads, business sections, local news sections.

(5) administrators or personnel departments in places you would like to work. You might use the direct approach and try to "sell" your value to a potential employer.

(6) temporary work agencies. These are good places to look for a variety of short-term jobs during the summer or school year.

(7) professional associations or writers' guilds. There are numerous organizations composed of members of different professions, some of which also have women's caucuses. Many can help you with career information about your field of interest, and some might have job placement services or information on specific internship possibilities. Many also publish journals that contain employment listings. Remember -- the more information you request the more help you will get.

On the last page of this booklet, you will find a list of organizations and other resources to get you started. For more resources, check the Encyclopedia of Organizations in your college library.

C. Volunteer Work

If you cannot locate an internship and you are having trouble finding a relevant part-time job, volunteering is another excellent way to get experience in your field of interest. Everybody loves a volunteer -- you provide more value than you cost -- and you can get the opportunity to work in a place that might not be willing to hire you on a paying basis at this point. When you are looking for volunteer work, pick out the environment that you want and then be as specific as you can be about what you want to do. Discuss your objectives with your supervisor. Then treat your volunteer work like a job -- work out a specific schedule and stick to it.

Making Contacts

An excellent way to learn more about specific careers is to talk with people already working in a field that interests you. These people serve as role models for you. As such, they can: demonstrate some of the things you can strive for and accomplish within the field; provide you with "nuts and bolts" job information; and serve as contacts for a career network which will help you to locate and land jobs in your field.

Whether you are participating in an internship, working on a part-time or summer job, or volunteering, you will be making valuable contacts that may make your future job search easier. When you are working, make sure you talk to everyone. Observe what other people are doing and listen to what they say. Ask lots of questions and do not be afraid to get back to your co-workers when it is time to look for a full-time job. There are many ways your co-workers can help you. They probably know a lot about other companies,

organizations or publications you might look into. At the very least, they may be able to give you the name of someone else you might call to start building a job-seeking network.

## PERSONAL PROFILES

Below are four professional profiles of women who have used their combined communications area major and Women's Studies backgrounds to find a variety of jobs. Each of these women has taken a different career path. Their profiles represent just a small sample of the many career alternatives available to you.

The profiles are based on a series of personal interviews with recent graduates. None of them has been out of college for longer than four years. Each interviewee was asked to: describe her job and the skills she uses on it; discuss ways her Women's Studies background has influenced her career choice; analyze how her Women's Studies background affects how she does her job; and suggest other career opportunities that people with similar backgrounds might pursue.

In addition to reading the profiles, you might use the outline of the questions as a guide when you interview other people working in some of the fields and environments listed earlier in this booklet. Ask your Women's Studies faculty for help in locating names and addresses of former students working in areas that interest you. Tracking down these people will not only provide you with some interesting role models but will also help you begin to build a network of contacts in your chosen career.

### Marjorie Borden

Production Editor, Prentice-Hall Inc.
Major: English/Women's Studies

As a production editor, I am responsible for taking a manuscript through all of the steps necessary to develop it into a bound book. I coordinate and am responsible for everything -- the editing, the designing, the artwork, and permissions. I started while in college as a proofreader during summers. As a result of that experience, I decided to become an editor. I plan eventually to become a senior production editor and work on high-priority books.

My Women's Studies background has made me aware of the different ways people are affected by how we use words. I watch out for sexist language, and I try to promote non-sexist and gender-free language as well as work to find new alternatives to sexist words. I also include women doing non-traditional things in stories and photos. These non-sexist patterns of communication influence not only the people I work with but the college professors and students who read the books.

I am proud to be helping people incorporate non-sexist thought into their daily lives.

My Women's Studies background has also given me the confidence to strive for success in my career. It helps to know there are other women out there with some of the same feelings, who are learning to be assertive and are becoming successful.

I think a combined English and Women's Studies background would be great for any career where you need to communicate well -- like public relations, law, and politics.

Amy L. O'Donnell

Public Relations Coordinator, United Jersey Bank
Major: Journalism/Women's Studies

As the public relations coordinator, I am the bank's contact person with the press. I write and distribute press releases about promotions, new appointments, branch openings, etc. When we do special events throughout the year, I do the advance press work and try to get media coverage of the event.

Events that I help organize include "Christmas in July" and "Senior Olympics" - events that benefit the handicapped, the disadvantaged, and the elderly. My department is also responsible for the bank's sponsorship of a women's professional tennis tournament. With the help of an outside promoter, we do all of the organization of the event, including ticket sales.

I also answer many inquiries from customers both through the mail and over the phone. We supply speakers for local organizations and sponsor the "Women's Bureau" - a series of seminars for women on finance. These are all examples of our Community Relations programs.

My writing and personal communication skills are most important for this job. In public relations, you represent the organization, so that your personal communication skills are very important.

My internship with the national headquarters of the Boys Club of America while in college was the most important influence I had in making my career choice. I worked in the Communications Department with the manager of editorial services and the manager of public relations. I was given a great deal of responsibility. I did a lot of writing for the quarterly magazine, wrote press releases, and helped to plan special events. The hands-on experience of working on the events helped me develop good planning and organizational skills.

My Women's Studies background has affected my entire life - the way I look at everything. I developed a better sense of myself, and I learned that other people feel the same way I do. It helped me to develop a sense of confidence as a professional. I learned what to

expect out there. Because of the program, in a work situation in which I am trying to prove myself - where it is hard to be confident - I am able to have an "I can do this" attitude. I have learned that other people will believe in me if I believe in myself. Also I have had many good role models.

I think a Women's Studies background would be useful for any woman's career. As far as writing and journalism are concerned, the women's movement needs writers, and journalism has a long way to go before becoming non-sexist.

Alice Garbarini

Senior Editorial Assistant, Fashion, Women's Day Magazine
Major: Journalism/Women's Studies

As a senior editorial assistant, I work for a Senior Editor and generate ideas for, write, and edit copy used in regional issues of Woman's Day. I also review cartoons and sometimes, unsolicited manuscripts to decide whether the magazine should consider publishing them. I am also responsibile for writing the "Story Roundup," which contains a one paragraph summary of each article in a given issue of Woman's Day. It is then distributed to the circulation, advertising, and public relations departments, as well as some of the top editors, and is used to promote the magazine.

I started with the company, CBS Magazines, as a floater in July 1983. I filled in for secretaries when they were out on vacation. I was able to apply for other available jobs. After about a month and a half, I became an Editorial Assistant for Woman's Day, handling all secretarial and administrative work in the Fashion Department. After 10 months, I moved to my present position.

It was a shock when I graduated from college that in every place I applied for a job, I had to take a typing test. It seemed a step backwards because, when I was in college, I was a stringer for The New York Times and news editor for The Daily Targum. I also served as an intern at The Nation magazine during the summer. There, I evaluated manuscripts, did research, and worked on an article.

I use many different skills in my job -- primarily researching, writing and interviewing. I need to be accurate, have an eye for detail, and of course, handle phone work and have the ability to follow instructions. It seems you need the last two to get into magazine publishing. Magazines have deadlines, so I need to be quick and able to work under pressure. I also need creative writing and reading talent as well as excellent grammar and spelling skills. It is exciting to be on a women's magazine that has such a huge circulation (8 million copies read by 20 million women).

I learned so much from my Women's Studies classes. I am interested in the whole issue of sex stereotyping and sex roles and I pay

attention to the gender roles portrayed in ads and articles. I feel more aware of discrimination than others.

I think a combined Journalism and Women's Studies background would also be good for a career in book publishing, newspaper work, public relations, or research. I am interested in perhaps someday working on a women's page for a newspaper.

Joan Racioppi

Associate Merchandise Manager, Macy's New York
Major: Communication/Women's Studies

Being an Assistant Merchandise Manager is like being an Assistant Store Manager. I work for a Macy's branch store in the Bronx, and I am in charge of all the sales managers in the store. I am the link between the buying offices and the store. I keep the buyers informed of who our customers are and what they buy. I oversee everything -- I train staff, make sure we meet our sales figures, and are merchandising correctly.

I started my retail career right out of college at Stern's in their training program. I was there for nine months and then was hired by Macy's as a sales manager for women's accessories. One year later, I became an assistant buyer, and ten months later moved into my present position. I hope my next promotion will be to Buyer.

My Women's Studies background has had an impact on how I live and what I think I should do with my life. It has influenced the fact that my life is geared towards a career. It has helped me develop an attitude of "I am as important as everyone else." It also affects how I do my job. For example, when I am in a position to give people directions or when I want to appear stronger than I am really feeling -- I think about all the strong women that I read about in my courses, and that helps.

My job is very political. Knowing people and getting along with people is very important. Networking is also very important as a way of learning what is happening and knowing what risks to take. One woman, in particular, helped me get promoted. She is a feminist.

Women's Studies exposed me to a history that most people never know exists. I think a Women's Studies background would also be useful for a career in politics or in the arts.

## FOR MORE INFORMATION

You can locate lots of people and materials to help you in your search for the "right job." Many different sources of information are open to you. For example, there are numerous professional organizations and associations that can provide specific career information and leads to potential internships or actual work experience.

Below are names and addresses of some of these associations and a list of additional print resources you might use for more information. You can add to these lists by consulting with the reference librarian at your college library, by checking with your college placement office, or by networking with people already in your field(s) of interest.

## Organizations

American Association of University Professors Committee on the Status of Women in Academic Professions
One Dupont Circle, NW
Suite 500
Washington, DC 20006

American Association of Women in Community and Junior Colleges Center for Women's Opportunities
One Dupont Circle, NW
Washington, DC 20006

Federation of Organizations of Professional Women
2000 P Street, NW #403
Washington, DC 20036

National Association of Female Executives
160 E. 56th Street
New York, NY 10022

Business and Professional Women's Foundation
2012 Massachusetts Avenue, NW
Washington, DC 20036

New Jersey Network of Business and Professional Women, Inc.
352 Cedar Lane
Teaneck, NJ 07666
(201) 692-0018

Women's Rights Information Center
108 W. Palisades Avenue
Englewood, NJ 07631

Women in Communications, Inc.
P.O. Box 9561
Austin, TX 78766

Feminist Writer's Guild
P.O. Box 9396
Berkeley, CA 94704

American Women in Radio and Television, Inc.
1321 Connecticut Avenue, NW
Washington, DC 20016

Catalyst
14 E. 60th Street
New York, NY
(provides abundant career information for women)

## Specialized Print Resources

Internships
This book is published each year by Writer's Digest Books, Cincinnati, Ohio. It lists hundreds of internship opportunities in all fields and contains a special section on women's career counseling programs.

Internship Programs for Women
This is published by the National Society for Internships and Experential Education. The Society also publishes other guides to internships, including a Directory of Washington Internships. NSIEE is located at 2nd Floor
124 St. Mary's Street
Raleigh, NC 77605

The Directory of Special Opportunities for Women
This is a national guide to educational opportunities, career information, networks, and peer counseling assistance for women entering or re-entering the work force.

Directory of Women's Centers
Available from the Project on Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009

Directory of Women's Organizations
Available from the New York City Commission on the Status of Women
52 Chambers Street
New York, NY

Professional Women's Groups Providing Employment Assistance (May 1983)
American Association of University Women
2401 Virginia Avenue, NW
Washington, DC 20037

## General Print Resources

The following books all relate to jobs in the communications field. You can locate them in your college or public library.

Book Publishers Directory

The Standard Directory of Advertising Agencies

Public Relations Register

O'Dwyer's Directory of Corporate Communications

Television Factbook

Broadcasting Cable Sourcebook

Ayer Directory of Publications

Literary Market Place

Series II

Women's Studies: Career Focus

# Discover Your Career

## Social Sciences

A Project of the Junior Year at Douglass Program in Women's Studies

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
Campus at New Brunswick

# Now Available

# Women's Studies: Career Focus Booklets

**Series I** Communications | **Series II** Social Sciences | **Series III** Math & Science | **Career Development** Training Manual

Series I, II, and III. Women's Studies offers benefits to students which, combined with a background in either Communications (English, Journalism, Communication), Social Sciences, Math, or Science, will enable them to develop marketable skills and effectively pursue their field of interest. Whether students plan to use their Women's Studies training to create employment opportunities directly related to women's issues, or to pursue a career path that is not specifically oriented towards women, a Women's Studies background will be invaluable.

These booklets have been designed to: help students think about how they can apply their background to their future career path; look at some of the career options open to people with their skills and interest; describe specific steps they might take to decide on and prepare for the career of their choice; and examine profiles of women with backgrounds similar to theirs and how these women have pursued their fields of interest.

Job Survival Skills for Women's Studies Students: A Career Development Training Manual is designed to give instructors (Women's Studies professors and Career Development personnel) concrete ideas and activities for teaching job survival skills to Women's Studies students. The manual includes ten modules, each of which provides background information on the topic, discussion guides, several exercises and assignments, and more. The module topics range from - "Making Your Women's Studies Degree Work For You, Not Against You" to "Goal-setting," "Networking," and the "Job Game." While the training manual is designed to be presented in a classroom situation or through a workshop series, individual students will also benefit from reading and following through on the suggested exercises.

To order the whole packet - which includes Series I, II, and III, as well as the Training Manual - or individual booklets, simply fill out and return the form below.

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ORDER FORM -- WOMEN'S STUDIES CAREER FOCUS BOOKLETS

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| | | | Total Price | = | $_____ |

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I am enclosing a check or money order made payable to Rutgers University for the total price of _____ which includes postage and handling.

Return to: Junior Year at Douglass
Program in Women's Studies
Voorhees Chapel, Room 48
Douglass College
New Brunswick, NJ 08903

Mail to: _____

# WOMEN'S STUDIES: CAREER FOCUS

## SERIES II

## SOCIAL SCIENCES

A Project of the Junior Year at Douglass Program in Women's Studies. This booklet was prepared for the project by Audrey Goodman, Director, Career Services, Fairleigh Dickinson University, Rutherford Campus.

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## INTRODUCTION

This booklet was developed prior to the time when students could major in Women's Studies. Hence, it has been designed with the idea that students would be combining their Women's Studies background with a major in one of the social sciences. Women's Studies majors will, however, benefit from this booklet by bearing in mind that many of the principles, methods, and procedures outlined are transferable to students with their background.

Women's Studies offers benefits to you which, combined with your social science background, will enable you to develop marketable skills and effectively pursue your field of interest. Whether you combine your Women's Studies and social science background to create employment opportunities directly related to women's issues (for example, as a lobbyist for a women's organization) or pursue a career path that is not specifically oriented towards women (for example, as a human resources administrator) your Women's Studies background will benefit you. We have designed this booklet to help you think about how to apply your background to your future career path and to give you some ideas about how to get started.

Women's Studies courses provide you with unique skills. You have been taught to look at the world differently and to think, read, and write critically. Your ability to seek out, analyze, and integrate information and ideas from a variety of sources and perspectives will be of ongoing value to you. You have also developed an understanding of women's situations in our society. Through your Women's Studies courses you have learned about women and work and have a framework for analysis that will help you to understand some of the complicated social and political interactions that may arise in the work environment. Since you may well have been given the responsibility for organizing and leading class discussions, you have also learned something about leadership and group dynamics. In addition, you have probably learned to work independently both inside and outside of the classroom. Your Women's Studies background may also have helped you to develop greater confidence and the ability to handle conflict and take risks.

Your Women's Studies background offers some additional benefits to you, particularly in the way you approach the job market. Women's Studies graduates report that their background has given them the strength and determination needed to overcome obstacles and pursue their chosen careers. The program helped them to feel confident and to be assertive. These are skills that will be invaluable in helping you deal with prospective employers. In addition, knowing how to network, to work on joint projects, and to recognize the corporation as a political arena -- skills you may have developed in your Women's Studies program -- will help you be successful in finding a suitable career.

A Women's Studies background may also provide added career focus and direction. Your interest in and knowledge of women and their role within our society will make you even more marketable to many employers.

When you combine a social science and a Women's Studies background, you have developed a firm base for many different types of careers. As the role of women in the job market has grown, an increasing number of women who understand political issues and social trends are being called upon to share their expertise in every field in the work world. Women's issues are surfacing within corporations, legislative bodies, and social and community agencies. You can put your combination of interests and skills to work in many different ways, depending on the type of work environment you would prefer to work in.

With your Women's Studies background and a social science major (Psychology, Sociology, History, or Political Science) you have also learned some very specific skills which you can apply in the job market or in graduate study. Some of these skills include: researching, analyzing, counseling, interviewing, evaluating, and writing. You can put your ability to research information and analyze trends to work in such environments as market research firms, corporate research and development departments, and government and political agencies -- to name just a few. You can use your understanding of political and social systems in almost any working environment, particularly in large corporations or government offices. Your listening, evaluating, and counseling skills will open up opportunities in community and social service agencies, schools, hospitals, mental health centers, nursing homes, day care centers, and prisons. Your writing skills will be useful in any field, particularly in careers that involve publishing and research.

Many students with a social science background go on to graduate or law school. Your academic skills plus your acquired social sciences skills make you a good candidate for programs in counseling, social work, psychology, library sciences, archival work, educational administration, curating, teaching, business administration, and law.

This booklet will help you begin to develop a career path by addressing how your Women's Studies background can help you in your career choice, by looking at some specific career possibilities open to you, by describing some specific steps you might take to decide on and prepare for the right career, and by presenting brief profiles of women with backgrounds similar to yours who have established interesting and significant professional careers.

## CAREER DIRECTIONS WITH A WOMEN'S STUDIES SPECIALIZATION

There are many ways your Women's Studies and social science background will enhance your position in the job market. In the past decade, as women and their concerns have become increasingly noticed, many new job positions in the social science fields have been created for women who understand women's issues. For example, there has been a spurt of women's political caucuses, women's task forces, women's centers and shelters, and women's advocates for prisons and courts.

Women have become involved in corporate affirmative action programs, career counseling programs for women reentering the job market, and commissions on the status of women at different levels of government. Jobs have developed naturally through need, and women have created positions where they have perceived a need. In almost any job, the perspective on women gained from your studies can be useful.

Some positions have developed in "unlikely" places:

* museums needing curators of special collections of materials on women

* law offices requiring attorneys with a specialization in laws related to women's rights and sex discrimination

* libraries needing specialists in reference materials for women

* film companies producing documentaries on women

* insurance companies working on claims from female workers

There are also many other opportunities within business and industry for women with Women's Studies expertise. Job applicants can use their creativity and perseverance to open up these opportunities. Some work places include personnel departments and sales, marketing, and market research departments concentrating on products directed towards women.

No matter where you want to apply your combined skills and interests, as a Women's Studies graduate you will be better prepared in many different ways for the job market. You may have developed a job focus based on your interests and a network of women with similar interests to call upon for help in getting a job and advancing in your career. Many graduates also report that their Women's Studies program helped them develop the self-confidence to pursue traditionally male-dominated fields. One Women's Studies graduate stated, "Women's Studies taught me that I did not have to follow someone else's dreams. I could pursue my own interests and goals."

Knowing how to network and looking for work with self-confidence can make the process of finding a job much easier. Learning to be assertive and to be "your own woman" can make the process of seeking and establishing a career a positive experience.

## JOB OPPORTUNITIES

With your social science and Women's Studies education, a wide variety of job opportunities are open to you. Analyze your skills and interests, choose the type of work environment that most appeals to you, and use your assertiveness and imagination to help you make your

job choice. Some of these positions may require advanced degrees, but here are just a few of the job choices and work environments available to you:

## Job Titles

### History/Political Science Majors

archivist
historian
museum guide/curator
lawyer
director of historical society
director of historical site
writer/editor of journals or magazines
researcher
librarian
foreign service officer
government administrator
business management trainee (banks, insurance, retail, hotels)
political campaign worker
public relations writer
city manager/city planner
labor arbitrator
legislative aide
legislator/politician
lobbyist
paralegal aide

### Psychology/Sociology Majors

psychologist/sociologist
counselor (guidance, rehab, personal, vocational)
teacher
personnel manager
market research analyst
lawyer
director community organization
social worker/case worker
probation /parole officer
research and development worker
salesperson
recreation director
speech pathologist
hospital administrator
college official
business management trainee
child care worker
librarian
police officer/detective
penologist

## Places to Work

schools/universities
hospitals/clinics
social services agencies
women's centers
child care centers
women's shelters
Y's
recreation centers
courts/correctional institutions
government agencies
test development corporations
market research firms
research foundations
historical sites/parks
museums/archives
corporations
insurance companies
banks
investment firms
fund raising organizations
personnel departments/ agencies
publishing houses
professional/technical journals
advertising agencies
FBI
labor unions

## PREPARING FOR A CAREER

### Choosing a Direction

Your major and your interests play the primary role in your choice of a career direction. With a major in any of the social science areas, you have probably developed solid analytical and research skills -- skills useful in many different professions. A Women's Studies background provides you with complementary analytical and organizational skills, plus an orientation towards women, a greater knowledge of the issues confronting men and women, and probably a lot more knowledge about yourself and confidence in your own ability to succeed. "Great," you are probably saying, "but is that enough to give me a specific career direction?" The answer is yes and no. Self-knowledge and self-confidence are essential elements in any career search. But they do not guarantee you will be doing what you really want to do.

The best way to start your own search is to analyze some of the skills you have that you would like to use every day. Here is a sampling of skills that you have probably developed through your education in the social sciences and Women's Studies. Which of the skills that you have developed do you really want to put to work in your career?

abstracting
analyzing
compiling information
counseling
evaluating
explaining
group facilitating
handling conflict or controversy
interpreting
investigating
listening
negotiating
organizing
questioning
reading critically
record-keeping
researching
risk taking
speaking
working with groups
writing

Here is a self-analysis activity you might want to try out. Pick three or four of the skills listed above and write them in the work space below. Next decide the kind of work place in which you want to use these skills. There are many different types of places in which people with your skills can work. Look back on the "Place to Work" section for some ideas. Where do you think you would be happy working? Add two or three of your top choices of work places to your list. Next, to help narrow your career direction, you need to add your special interests to your skills and choice of work environment. In other words, you can follow this formula to help choose a potential career:

Interests + Skills + Environment = Career Possibility

For example, you might add your interest in women's issues to your abilities to evaluate and question and your desire to work in a market research firm in order to pursue a position evaluating the appeal of certain products to women.

Work Space:

Here is a chart to help you visualize some other possible career directions based upon a primary interest in women and the different skills and work environments listed:

PUTTING YOUR SOCIAL SCIENCES MAJOR AND WOMEN'S STUDIES BACKGROUND TO WORK

| Skills | Environment | Job Possibilities |
|---|---|---|
| researching | museum | researching material for women's art show at a museum |
| explaining | community agency | explaining rights and services to women seeking help from a community agency |
| interpreting data | retail firm | determining women's fashion preferences for a retail firm |
| counseling | college | counseling, college women's center |

Once you begin to narrow down your career directions by looking at your interests/skills/environments and brainstorming about possible jobs -- it is time to get some experience doing that "dream job." There is nothing better than actually experiencing a job first-hand to see if it is really right for you. Many times, people find that what they think they want to do turns out to be not so appealing when their thoughts become reality. But you will never know without some experience.

## Getting Experience

There are several good ways to get your first taste of a potential long-term career. For example, you can seek out an internship, find a summer job, work part-time within the type of job and environment you think is right for you or do volunteer work. You will learn more about each of these paths below.

### A. Internships

Many Women's Studies and social sciences programs provide students with the opportunity to earn academic credit for a relevant work experience. Sometimes, the school will find the internship for you. Other times, you will need to find it yourself.

Internships provide you with the opportunity to get good hands-on experience doing a job you would probably not be able to land on a full-time basis at this point in your career. The job may be available to you now because many internships are unpaid. You trade your time and efforts for the opportunity to learn valuable skills, to "beef up" your resume with appropriate work experience, and to make contacts for future employment. Internships can also lead to full-time employment as many interns are later hired by the firms in which they worked or through contacts made as an intern.

If you are interested in a "service" career, internships are relatively easy to find. Service and community agencies always need assistance, especially from "inexpensive" helpers. Many Women's Studies students have found work in women's resource centers, women's shelters, women's prisons, and other non-profit organizations and community agencies needing assistance. There are also opportunities in business, government, and research firms, but they may require more effort to find. Here are just a few offices or agencies you might approach: National Institute of Education, Department of Labor, Office of Equal Employment Opportunity, National Women's Political Caucus, county or state commissions on the status of women, and affirmative action offices in businesses or corporations.

Most of these opportunities will require a little creative thinking about the type of environment you want to work in and what you would like to do. They may also require perseverance and creative letter writing on your part to convince potential employers of the value of putting you to work. Think of an appropriate hands-on work experience in which you are interested. Then call, write, and ask around to find a good work place for trying out your idea. Many internship ideas have originated from the internees themselves and many internships have been landed through students own hard work.

The list of resources on the last page of this booklet may give you some more ideas and possible directions to pursue in locating an internship in an area that interests you.

B. Part-time and Summer Jobs

If you cannot arrange an internship for academic credit, another good way to get valuable work experience is through a part-time or summer job. As with internships, social service and community agencies offer more possibilities for part-time employment than do businesses and research firms. But the jobs are there, as long as you start your search early and pursue them with determination and creativity. Do not wait until May to begin looking for a summer job; start in January. Use directories of social service agencies, hospitals, nursing homes, women's centers, government agencies, and businesses to help you in your search. They are all available in the college library or your campus placement office.

For a summer or part-time job, you may have to settle for just being in the environment you want to work in, not necessarily for holding the "dream job." But being in the right environment can have enormous benefits. You can begin observing what other people are doing and you can begin to make useful contacts.

There are several ways to start tapping the job market for summer and part-time employment. Begin with:

(1) your college placement office. You can find lots of contacts and leads there. Make sure you tell the staff members what you would like to do and where you want to do it. Be realistic about the kinds of jobs you can get, but be perseverant as well.

(2) your professors. Ask them for leads to specific businesses and agencies or to possible personal contacts.

(3) your friends and relatives. They may know some good people or places for you to contact or have other suggestions for you to pursue.

(4) newspaper want ads, business sections, local news sections. Look for articles about different local businesses or community service organizations.

(5) temporary work agencies. These are good places to look for a variety of short-term jobs during the summer or school year.

(6) administrators or personnel departments in places you would like to work. You might use the direct approach and try to "sell" your value to a potential employer.

(7) professional associations. There are numerous organizations composed of members of different professions some of which also have women's caucuses. Many can help you with career information about your field of interest, and some might have job placement services or information on specific internship possibilities. Many also publish journals that contain employment listings. Remember -- the more information you request, the more help you will get.

On the last few pages of this booklet, you will find a list of organizations and other resources to get you started. For more resources, check the Encyclopedia of Associations in your college library.

C. Volunteer Work

If you cannot locate an internship and you are having trouble finding a relevant part-time job, volunteering is another excellent way to get experience in your field of interest. Everybody loves a volunteer -- you provide more value than you cost -- and you can get the opportunity to work in a place that might not be willing to hire you at this point on a paying basis. When you are looking for volunteer work, pick out the environment that you want and then be as specific as you can be about what you want to do. Discuss your objectives with your supervisor. Then treat your volunteer work like a job -- work out a specific schedule and stick to it.

Making Contacts

An excellent way to learn more about specific careers is to talk with people already working in a field that interests you. These people might serve as role models for you. As such, they can: demonstrate some of the things you can strive for and accomplish within the field; provide you with "nuts and bolts" job information; and serve as contacts for a career network you can begin to establish to help you locate and land jobs in your field.

Whether you are participating in an internship, working on a part-time or summer job, or volunteering, you will be making valuable contacts that may make your future permanent job seeking easier. When you are working, make sure you talk to everyone. Observe what other people are doing and listen to what they say. Ask lots of questions and do not be afraid to get back to your co-workers when it is time to look for a full-time job. There are many ways your co-workers can help you. They probably know a lot about other companies, organizations or publications you might look into. At the very least, they may be able to give you the name of someone else you might call to start building a job-seeking network.

## PERSONAL PROFILES

Below are some professional profiles of women who have used their combined social science and Women's Studies backgrounds to find a variety of jobs. Each of the women has taken a different career path. Their profiles represent just a small sample of the many career alternatives that are available to you.

The profiles are based on a series of personal interviews with recent graduates. None of them have been out of college for longer than four years. Each interviewee was asked to: describe her job and skills she uses on it; discuss ways her Women's Studies background has influenced her career choice; analyze how her Women's Studies background affects how she does her job; and suggest other career alternatives that people with similar backgrounds might pursue.

In addition to reading the profiles, you might use the outline of questions as a guide when you interview other people working in some of the fields and environments listed in the job opportunity section of this booklet. Ask your Women's Studies faculty for help in locating names and addresses of former students now working in fields that interest you. Tracking down these people will not only provide you with some interesting role models but will also help you begin to build a network of contacts in your chosen career.

### Patricia L. R. Rodriguez

Legislative Aide, Wisconsin State Senate
Major: History/Women's Studies

I am a full-time legislative aide and a part-time law student. I work for the Assistant Majority Leader of the Wisconsin State Senate. I spend most of my day returning phone calls, writing letters, writing speeches, and going to hearings. My job is to know who the members of the legislature are and their personalities, so that we know who to call on when we need support for a bill. I follow bills through all stages: from the drafting to the committee hearings, to floor debate, and finally to enactment into law.

The skills I use every day are writing, speaking, networking, and organizing. By organizing, I mean knowing the process of how the system works, how to get what you want, and understanding the political framework.

A lot of what I learned in my Women's Studies courses affected my career choice. Women need to be in positions of power and influence to make positive changes in the status of women and the world. I feel strongly about being a woman, despite my being in a male-dominated field. My Women's Studies courses helped me understand women's situations in society. I think a social sciences and Women's Studies background would also be good for a number of state agency jobs,

particularly analyst positions, positions within public administration, and positions in legislative bureaus.

Colleen Smalley

Probation Officer, Sussex County (NJ) Probation Department
Major: Sociology/Women's Studies

My main responsibility as a probation officer is to handle domestic violence complaints and to help collect child support payments. I do a lot of negotiating over the phone and in person. My job involves a lot of paper work and a lot of court work.

Women come in off the street, and I take their complaints. I then take their complaints on to the judge who can issue a restraining order. A hearing is then scheduled within 10 days at which I am present. In court, I negotiate between both parties and then present the facts to the judge.

When I graduated from college, I began here as an investigator before being promoted to officer. My Women's Studies background has had a big effect on my attitudes and values. I wanted to work with battered women when I got out of college. I have a good understanding of why women put up with what they do. I think someone else might just think, "Why do they not just leave if they are being battered?" I have a different perspective on the situation. Volunteering at the Crisis Center in New Brunswick while I was a student also affected my career choice.

A combined Sociology and Women's Studies background would be good for other counseling jobs -- working in battered women's centers or crisis centers. It is also a good background for a social worker or attorney, especially one dealing in matrimonial work or perhaps a position working for a state division of youth and family services.

Sophia Kowalski

Sales Associate, A & S Department Stores
Major: Psychology/Women's Studies

As a sales associate, I assist management in the merchandising of incoming goods. I place the merchandise on the floor, set up displays, and coordinate outfits. I am also responsible for transferring merchandise from one store to another or sending merchandise back to the vendors. I do a lot of paper work and a lot of statistics to see how well we are doing.

My Women's Studies background helped my career progress in teaching me how to present myself in a professional way. I learned strategies for dealing with sexist managers and co-workers. I work with a lot of men who no longer call me "honey" and "baby."

A course I took on analysis of decision-making has been helpful. It seems to fit in all the time -- seeing and understanding the corporate hierarchy and knowing how to present myself within it.

I think a Psychology and Women's Studies background would be good for a lot of different entry-level training jobs in marketing, advertising, insurance, banking, public relations, or publishing.

Susan (Spengler) Madura

Office Manager/Data Processing Manager, Constant Technologies
Major: Sociology/Women's Studies

Constant Technologies is a small computer cable distributor. My major responsibility has been to put the entire business into a computer. I had to analyze the available software to decide which would be best for the company. Now that I have done that, I spend most of the day working on the computer -- invoicing, putting in orders, and running management reports. As office manager, I also screen and train all of the clerical help.

My Women's Studies courses made a world of difference in my emotional, intellectual, political, and social life. I have been a feminist since the age of eight. Women's Studies courses made sense to me. They helped me increase my sense of self-worth and importance. At work, when people start yelling at me, I can deal with it. I can argue better. I also understand why things happen within a system. Women's Studies gave me a focus. It helped me take a lot of blame off of myself -- I know a lot of what I face is discrimination.

Sonya M. Mocarski

Vocational Consultant, Crawford Rehabilitation Services
Major: Psychology/Women's Studies

As a vocational consultant, I work with a firm that renders services to insurance companies. I am assigned a case and my responsibility is to assess whether the client is ready to return to work after being at home on disability.

My being a woman with a Women's Studies background has helped advance my career. In my job, working with insurance cases, it is becoming more important to have a speciality. As more and more women are working in blue collar jobs and get injured on the job, they too begin to collect compensation. I have been the one sent out to work with them.

I do many things. Approximately 65% of my work is done out in the field at the homes of clients. Once a case is assigned to me, I visit the client's home and do an evaluation of the client's present status. I assess the home life, find out about past employment, and assess skills for employment. I work with the client's doctors and

the insurance company's doctors. Once I collect all of the information, I consolidate it into a report.

I then work with the people who are ready to return to work. I prepare them for job-hunting, helping them with resume writing and interviewing skills. I try to get people back into their former jobs. I also do job analysis and refer clients to job interviews.

I use many skills in my job. I represent the insurance company and must present myself well to people I come in contact with. I need to speak and write well. I use many counseling skills: I provide motivation for my clients, reflect feelings, and put things in a proper perspective.

My Women's Studies background has affected my career. In my career counseling now, I do not stick to stereotypical jobs, even for men. I explore many alternatives with my clients.

I am well prepared to deal with women's issues on the job. I am more prepared for any sexism I may confront on the job and know how to deal with it professionally. I work with lawyers, and I can stand my ground with men very well. I know the "game" and can play it very well.

Women's Studies has taught me that networking is important. I know how to work with other women as a team and respect their views and opinions. I know how to play the "Old Boy's Game." I am not intimidated easily. When I want something, I go after it.

There are many other career areas for majors in Psychology and Women's Studies. My goal is to start my own business where I can combine my interests in women's issues with health, nutrition, and vocational counseling. I want to run groups to make people aware of sexist issues. I want to do health and nutrition counseling in a way that helps women believe that they do not have to be super thin.

<u>Christine O'Donnell</u>

Staff Assistant/Legislative Aide to New Jersey Congressman
Bernard Dwyer
Major: Political Science/Women's Studies

In my job as aide to Congressman Dwyer, I am responsible for certain legislative issue areas. My areas are energy, environment, banking, and women's issues. I have to develop an overview of the legislation in each of these areas. I attend hearings and briefings; I meet with lobbyists; I answer constituent mail; I work on local projects. Four times a year, we write a newsletter. I also write a special bulletin on women's issues which is distributed to a targeted population.

Writing is the most important skill I use in my work. I also need to be able to absorb concepts and be able to think and respond quickly. Good communication skills are a must.

While I was in college, I did an internship in Senator Bradley's office. After that experience, I decided I wanted to work in Washington in the legislative branch. I was fortunate to work on a successful congressional campaign and was given the opportunity to come to Washington to do the work I was interested in.

My Women's Studies background has given me a general framework within which to work. I have an historical perspective of women and a greater understanding of the needs of women. This gives me the ability to work more effectively with women's groups and organizations. This is helpful in my job as the staff person covering women's issues. I know what is important to women, and I am sensitive to women's issues. My college courses and seminars and my work at the shelter for battered women opened my eyes to women's needs.

In Washington, information and words are power, and my Women's Studies background has given me the foundation to be able to articulate well. The combined social sciences and Women's Studies background is good for many opportunities within government. In Washington, there are many trade associations and women's associations where the ability to write and research is in demand.

## FOR MORE INFORMATION

You can locate lots of people and materials to help you in your search for the "right job." Many different sources of information are open to you. For example, there are numerous professional organizations and associations that can provide specific career information and leads to potential internships or actual work experience.

Below are names and addresses of some of these associations and a list of additional print resources you might use for more information. You can add to these lists by consulting with the reference librarian at your college library, by checking with your college career placement office, or by networking with people already working in your field(s) of interest.

### Organizations

American Association of University Professors Committee on the
Status of Women in the Academic Professions
One Dupont Circle, NW
Suite 500
Washington, DC 20006

American Association of Women in Community and Junior Colleges
Women's Opportunities
One Dupont Circle, NW
Washington, DC 20006
Federation of Organizations for Professional Women
2000 P Street, NW #403
Washington, DC 20036

National Association of Female Executives
160 E. 56th Street
New York, NY 10022

Business and Professional Women's Foundation
2012 Massachusetts Avenue, NW
Washington, DC 20036

New Jersey Network of Business and Professional Women, Inc.
352 Cedar Lane
Teaneck, NJ 07666
(201) 692-0018

Women's Rights Information Center
108 W. Palisades Avenue
Englewood, NJ 07631

Association for Women in Psychology
Attn: Dr. Leigh Marlowe
180 West End Avenue
New York, NY 10023

Committee on Women in Psychology
American Psychological Association
1200 Seventeenth Street, NW
Washington, DC 20036

The Center for the American Woman and Politics
Eagleton Institute of Politics
Rutgers University
New Brunswick, NJ 08903

Catalyst
14 E. 60th Street
New York, NY
(provides abundant career information for women)

## Print Resources

Internships
This book is published each year by Writer's Digest Books, Cincinnati, Ohio. It lists hundreds of internship opportunities in all fields and contains a special section on women's career counseling programs.

Internship Programs for Women
This is published by the National Society for Internships and Experential Education. The Society also publishes other guides to internships, including a Directory of Washington Internships. NSIEE is located at:
2nd Floor
124 St. Mary's Street
Raleigh, NC 77605

The Directory of Special Opportunities for Women
This book is a national guide to educational opportunities, career information, networks, and peer counseling assistance for women entering or re-entering the work force.

Directory of Women's Centers
Available from the Project on Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009

Directory of Women's Organizations
Available from the New York City Commission on the Status of Women
52 Chambers Street
New York, NY

The Official Museums Directory (1984)
National Register Publishing Company
3004 Glenview Road
Wilmette, IL 60091

Professional Women's Groups Providing Employment Assistance (May 1983)
American Association of University Women
2401 Virginia Avenue, NW
Washington, DC 20037

Series III

Women's Studies: Career Focus

# Discover Your Career

## Math and Science

A Project of the Junior Year at Douglass Program in Women's Studies

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# Women's Studies: Career Focus Booklets

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Series I, II, and III. Women's Studies offers benefits to students which, combined with a background in either Communications (English, Journalism, Communication), Social Sciences, Math, or Science, will enable them to develop marketable skills and effectively pursue their field of interest. Whether students plan to use their Women's Studies training to create employment opportunities directly related to women's issues, or to pursue a career path that is not specifically oriented towards women, a Women's Studies background will be invaluable.

These booklets have been designed to: help students think about how they can apply their background to their future career path; look at some of the career options open to people with their skills and interest; describe specific steps they might take to decide on and prepare for the career of their choice; and examine profiles of women with backgrounds similar to theirs and how these women have pursued their fields of interest.

Job Survival Skills for Women's Studies Students: A Career Development Training Manual is designed to give instructors (Women's Studies professors and Career Development personnel) concrete ideas and activities for teaching job survival skills to Women's Studies students. The manual includes ten modules, each of which provides background information on the topic, discussion guides, several exercises and assignments, and more. The module topics range from - "Making Your Women's Studies Degree Work For You, Not Against You" to "Goal-setting," "Networking," and the "Job Game." While the training manual is designed to be presented in a classroom situation or through a workshop series, individual students will also benefit from reading and following through on the suggested exercises.

To order the whole packet - which includes Series I, II, and III, as well as the Training Manual - or individual booklets, simply fill out and return the form below.

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# WOMEN'S STUDIES: CAREER FOCUS

## SERIES III

## MATH AND SCIENCE

A project of the Junior Year at Douglass Program in Women's Studies. This booklet was prepared for the project by Professor Sue V. Rosser, Director of the Women's Studies Program, University of South Carolina. It was based upon the Career Focus booklets in Communications and the Social Sciences developed by Audrey Goodman, Director of Career Services, Fairleigh Dickinson University, Rutherford Campus.

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## INTRODUCTION

Women's Studies offers benefits to you which, combined with your background in math or science, will enable you to develop marketable skills and effectively pursue your field of interest. Whether you combine your Women's Studies and math or science background to create employment opportunities directly related to women's issues (for example, women's health) or to pursue a career path that is not specifically oriented towards women (for example, as a computer programmer or research chemist in industry), your Women's Studies background will benefit you. We have designed this booklet to help you think about how you can apply your background to your future career path and to give you some ideas about how to get started.

Women's Studies courses provide women with unique skills. You have been taught to look at the world differently and to think, read, and write critically. Your ability to seek out, analyze, and integrate information and ideas from a variety of sources and perspectives will be of ongoing value to you. You have also developed an understanding of women's situations in our society. Through your Women's Studies courses you have learned about women and work and have a framework for analysis that will help you to understand some of the complicated social and political interactions that may arise in the work environment. Since you may well have been given the responsibility for organizing and leading class discussions, you have also learned something about leadership and group dynamics. In addition, you have probably learned to work independently both inside and outside of the classroom. Your Women's Studies background may also have helped you to develop greater confidence and the ability to handle conflict and take risks.

A Women's Studies background offers some additional benefits to you, particularly in the way you approach the job market. Confidence and ability will be very important as you overcome some of the barriers that still exist for women entering non-traditional math and science careers. Women's Studies graduates report that their background has given them the strength and determination needed to overcome obstacles and to pursue their chosen careers. The program helped them to feel more confident and to be assertive. These are skills that will be invaluable in helping you in professional or graduate school and/or in dealing with prospective employers. In addition, knowing how to network, work on joint projects, and to recognize the laboratory or corporation as a political arena - skills you may have developed in your Women's Studies courses - will help you in your science or mathematics career.

As a science or math major you have learned skills which will allow you to excel in our technological society. By continuing your mathematics courses, eighty percent more careers are open to you than are open to individuals who did not continue mathematics beyond high school. In laboratories you have learned to use and be comfortable with complex equipment and instrumentation. Your science and mathematics courses have taught you problem solving approaches and skills that will make you attractive to many employers. Science and

math majors work in government, industry, service professions, and academic institutions at a variety of levels.

This booklet will help you begin to develop a career path by addressing how your Women's Studies background can make a difference in your choice of a career, looking at some of the career possibilities open to you, describing some specific steps you might take to decide on and prepare for the right career, and examining how some other women with backgrounds similar to yours have pursued their careers.

## SCIENCE AND MATHEMATICS AS NON-TRADITIONAL CAREER CHOICES FOR WOMEN

Sociologists report that one of the most dramatic changes to occur in the past two decades is the number of women working outside the home. Women now comprise almost 50% of the U.S. work force. Although the number of working women has increased dramatically and although women have entered all professions, most occupations are still segregated by gender. Ninety-four percent of working couples hold jobs that are traditional for their sex.

The traditionally male-dominated fields of mathematics and science continue to attract more men than women. In recent years there has been an increase in the number of women employed in the sciences and in engineering, however women still remain greatly underrepresented in these professions.

While the actual numbers of women scientists and engineers remain small, the 1986 National Science Foundation (NSF) report on Women and Minorities in Science and Engineering found that in the eight-year period between 1976 and 1984 the number of women engineers increased by approximately 250 percent and the number of women computer specialists grew by about 450 percent. However, in terms of the percentages of employed engineers and scientists (excluding social scientists and psychologists) the NSF report shows that in 1984 women represented only 9.6% of the total number employed in these fields, up from 5.4% in 1976. The NSF report also documented that the salaries, promotion, and advancement rates for women are lower than those for men scientists at all ranks. Women also tend to be excluded from the decision making and most financially lucrative and prestigious positions.

## BARRIERS TO WOMEN IN SCIENCE AND MATHEMATICS

You may wonder why so few women choose careers in science and mathematics, since these fields generally hold prestige in our society. You may also question why the women who do choose careers in these fields have lower salaries, slower rates of advancement and promotion, and higher rates of unemployment than men at all levels.

Research studies indicate that factors which discourage young women from selecting careers in science and mathematics may begin long before college. Sex-role stereotyping, peer pressure, lack of role models, and failure of teachers, parents, and counselors to encourage girls in math and science classes are significant deterrents. These factors often leave young women with a lack of science-based experimental and extracurricular activities and less than a full college preparatory series of mathematics and science courses. All of which can place young women at a disadvantage when selecting a college major and ultimately a career.

The Office of Technology Assessment Report of December 1985, stated that we need to increase the number of women and minorities in science to meet the science and technology needs of this country. Unfortunately, science and mathematics are still perceived as masculine endeavors by many students as well as faculty. Faculty and administrators may also doubt women's dedication and ability and reward them with less research assistantships, less financial support for research, and fewer mentoring relationships. Other's perceptions and doubts may also lead women students to internalize a negative self-image and to experience conflicts with society's proscribed roles for women.

Despite these deterrents, the number of women earning degrees in science and math is increasing. The 1986 NSF report documents a steady increase in the number of women earning bachelors, masters, and doctoral degrees. In 1983 women earned approximately 29% of the undergraduate degrees in the sciences (including engineering and mathematics; excluding psychology and the social sciences), whereas in 1970 they received approximately 17.4 percent. Of the advanced degrees in the sciences (including engineering and mathematics; excluding psychology and the social sciences), in 1983, women earned 21.2% of the masters and 17.6% of the doctorates, up from 13.5% and 6.6% respectively in 1970.

In short, even today, women face substantial obstacles both while seeking an education and after when they are working in a mathematical or scientific field. However, there have always been, and will continue to be, women who find ways to overcome these barriers.

## HOW WOMEN'S STUDIES COURSES MAY HELP YOU TO OVERCOME SOME OF THE BARRIERS TO WOMEN IN MATH AND SCIENCE

The information gained from courses in Women's Studies may provide mechanisms for you to understand, deal with, and in many cases, overcome some of the barriers to success for women in math and science. Obviously, a course in the history of women in science or feminism and science would be directly relevant to your career aspirations. In addition, introductory courses in Women's Studies and courses in women in history which focus on the issues and obstacles that women have faced in obtaining access to education, particularly at the university level, and to most professions, especially those carrying financial rewards and prestige, will show you that the situation for women in science fits into a pattern that women in this country faced in the late nineteenth and early twentieth centuries when they sought entry into a variety of fields. This understanding of history makes it clear that the problems which you may encounter, and the lack of success of other women in science, are more likely to be due to discrimination rather than personal failings and inadequacies.

Women's Studies courses in the biology and psychology of women will help you to more clearly understand yourself and other women. Courses that center on women's position and group interactions in society such as the sociology of women and women and economics may provide you with information and skills about power, group dynamics, and women's roles. This information and these skills may aid you in coping with the power politics and personal interactions that will affect the success of your scientific career whether it be in business, government, or academia. A clear understanding of concepts such as comparable worth, tokenism, and marginality can help you to recognize potentially negative situations on the job and deal with them accordingly.

In summary, in addition to teaching you to be assertive, take risks, and read, write and think critically, your Women's Studies courses have enabled you to explore women's varied roles in our society, both in a historical and contemporary context, and to gain knowledge about yourself and confidence in your own ability to succeed. These skills and this understanding will help you to take control of your life and your career.

## MARKETABILITY

Assertiveness and self-confidence will also enhance your "marketability." During a job interview, your ability to convince a potential employer that you are right for the job takes belief in yourself and asserting an "I can do it" attitude. Many Women's Studies graduates say that they gained a greater self-awareness and assuredness through their programs. Here are some sample comments:

> "The pro-women concepts from my Women's Studies course demonstrated to me how a woman could indeed succeed in a man's world."
>
> "My Women's Studies courses gave me more incentive to be confident and assertive."
>
> "I felt encouraged to use my knowledge to benefit other women ... [and] to try a non-traditional field."

Thus, your math or science and Women's Studies background can provide you with the strong academic, personal, and interpersonal skills you will need to find the right career path. But what fields are open to you and which directions should you pursue? You'll find a few suggestions in the chart that follows in this booklet.

## JOB OPPORTUNITIES

With your Women's Studies and science or mathematics background, a wide variety of job opportunities are open to you. You can analyze your skills and interests, choose the type of work environment that most appeals to you, and use your assertiveness and imagination to help you make your job choice. Here are just a few of the job choices and work environments available to you:

### Biology Majors

physician
forest ranger
physical therapist
natural history museum curator
environmental quality assessor
veterinarian
marine biologist
research scientist

### Chemistry Majors

pharmacist
scientific patent lawyer
forensic medicine analyst
science writer
water quality assessor
industrial chemist
laboratory technician
medical technologist

### Earth Science/Physics Majors

astronomer
nuclear physicist
oceanographer
petroleum geologist
astronaut
climatologist
industrial research and development

### Math/Computer Science Majors

computer programmer
engineer
systems operator
information management
financial analyst
corporate statistician
quality control assessor

### Places to Work

hospitals/clinics
pharmaceutical companies
schools/universities
federal agencies (NSF; NIH)
technological industries
oil companies
private businesses/corporations
world health organizations
engineering firms
research laboratories
national parks
police departments
publishing houses
museums
newspapers
audio/visual firms
local government agencies

## PREPARING FOR A CAREER

### The Importance of a Mathematics Background

For most college-level science and engineering majors, mathematics has been called the "critical filter" that determines the possibility for future training. Virtually all science and engineering majors require four years of high school mathematics as a prerequisite for entrance to the program. Since females graduating from high school are much less likely than male graduates to have completed the necessary four years, females are often excluded from considering majors in science. Unfortunately, this deficiency eliminates three-quarters of all college majors as potential choices for women.

Most science and engineering majors require additional college-level courses in mathematics to complete the degree. The amount of mathematics varies significantly, depending upon the specific field. For example, nursing requires no additional semesters of college-level mathematics, whereas engineering requires about twenty additional semesters.

If you are considering a career in science and engineering, but are now hesitating because you think that your high school and/or early college mathematics background is not adequate, rest assured that most institutions offer mathematics courses at these levels which will allow you to make up your deficiencies. The extra time that it may take you to complete your degree is likely to be compensated for by the 80% increase in job opportunities that will then be available to you.

### Selecting the Appropriate Math and Science Courses

If you are considering, or have decided upon, a major in math or science, it is important that you seek advice from an academic counselor about the sequence of courses you will need to take. In virtually all scientific fields, the knowledge from one or two years of introductory level courses must be obtained before specific higher level courses are attempted. For example, a year of introductory chemistry followed by a year of organic chemistry constitute the prerequisities for most advanced courses in chemistry. Frequently these year-long introductory sequences must be begun in the fall.

In addition, a major in one scientific field frequently requires course work in other related fields. For example, the biology major requires course work in chemistry, physics, and mathematics. Adequate planning is very helpful in insuring that all courses for the major and those in related fields are integrated into your program at the appropriate time.

## Choosing a Direction

Once you have obtained the necessary mathematics background and selected your major, you will need to choose a career direction. Your major and your interests play the primary role in your choice of a career direction. With your Women's Studies background and a major in any of the science fields, you have developed good mathematical, analytical, organizational, and written skills -- skills that will be useful in many different professions -- plus an orientation towards women and a greater knowledge about yourself and confidence in your own ability to succeed. "Great," you are probably saying, "but is that enough to give me a specific career direction?" The answer is yes and no. Self-knowledge and self-confidence are essential elements in any career search. But they do not guarantee you will be doing what you really want to do.

One way to start your career exploration is to analyze some of the skills you have that you would like to use every day. Here's a sampling of skills that you've probably developed through your college studies and activities. Which of these skills do you think you would like to put to work in your career?

abstracting
computing
data collection
designing experiments
dealing with pressure
evaluating
explaining
field work
handling statistics
knowledge and use of scientific methods
organizing information
questioning
reading critically
recording data
researching or obtaining information
reviewing
science writing
working with laboratory equipment
working with mathematical formulae

Here is a self-analysis activity you might want to try out. Pick three of four of the skills listed above and write them in the work space below. Next decide the kind of work place in which you want to use these skills. There are many different types of places in which people with your skills may work. Look back on the "Places to Work" section for some ideas. Where do you think you would be happy working? Add two or three of your top choices of work places to your list in the space below. Next, to help narrow your career direction even more, you need to add your special interests to your list. In other words, you can follow this formula to help choose a potential career:

Interests + Skills + Environment = Career Possibility

For example, you might add your interest in women's issues to your skills in evaluating and explaining and desire to work in a clinic in order to pursue a position in a women's health clinic.

Work Space:

Once you begin to narrow down your career directions by looking at your interests/skills/environments and brainstorming about possible jobs, it's time to check further into the field of your choice to insure that you are seeking the appropriate training and that the field is a correct choice for you. Three factors may help you in your search: 1) Checking the professional school, licensing, or certification requirements necessary for these careers. 2) Seeking out role models and mentors who have succeeded in your chosen career path. 3) Getting some "on-the-job" experience.

Importance of Checking Professional and Certification Requirements

Many careers in science and mathematics require professional training beyond the undergraduate level. In addition to an undergraduate degree with a major in a related science discipline and a particular grade point average, entrance into these professional schools usually requires specific courses. As soon as you have decided upon a career which will necessitate further training, it is a wise idea to investigate which courses you must have so that they may be smoothly integrated into your undergraduate schedule.

Admission to most graduate and professional schools is based partially upon your performance on standardized tests such as the Graduate Record Examination (GRE) for graduate school, the Medical Catalogue (M-CAT) for medical school, and the Veterinary Catalogue (V-CAT) for veterinary school. A student who plans to enter professional training immediately after completing undergraduate school normally takes the standardized test during the junior or senior year. Of course, your performance on these tests is likely to be better if you have already completed the courses which contain the information that the professional schools require as pre-requisites for entering the program. For example, most medical schools will accept students, even if they have majored in non-science subjects, if they have taken the necessary science basics, including organic chemistry, and perform well on the M-CAT examination.

Degrees in some allied health fields such as medical technology, radiology, and nursing may be completed during the traditional four-year undergraduate degree program. However, most states require that students completing such a program pass a certification examination in order to practice their professional skills in that particular state. Knowledge of which specific courses are recommended for passing the examination is necessary so that you can coordinate these into your degree plan along with your Women's Studies courses and the requirements for your major, and the college's general education requirements.

Importance of Role Models

Role models serve as examples. They are individuals who have developed successful strategies and are achieving their career goals and objectives. Students who are making career choices or who are developing a path within a specific field find it helpful to identify and talk with role models in an attempt to learn more about the field and to discover how their professional and personal life might be shaped by their career choice. Mentors actively help people in early stages of their careers by providing contacts, giving helpful recommendations, and sometimes even by creating job opportunities for them.

Many studies have indicated that role models and mentors may be invaluable assets that determine the success of an individual in a particular career in science or mathematics. Some research has suggested that the lack of female role models and mentors may be a major reason why few women are attracted to the study of science and why even fewer women have successful scientific careers. Although it is not impossible for a woman to have a male role model or mentor, it is easier for most women to identify with another female who has succeeded in her chosen field. A number of women scientists have reported that encouragement by a female teacher, who they respected and admired, was the deciding factor in their choice of a career in science.

This information suggests that it is very helpful to seek out and talk with other women in your field. Some larger universities such as Michigan, Purdue, and Rutgers may have specific programs to link women students interested in a scientific career with professionals in the area. In other smaller schools, such as Mary Baldwin College, there may be courses or lecture series in which guest speakers are invited to discuss their careers. These women can probably give you the best advice about the personal and professional situations that you are likely to experience in your selected career in science or mathematics.

Getting Experience

There are several good ways to get your first taste of a potential long-term career. For example, you can seek out an internship, find a summer job, work part-time within the type of job and

environment you think are right for you, or do volunteer work. You will learn more about each of these paths below.

A. Internships

Many Women's Studies programs and college major programs offer students the possibility of earning academic credit for relevant work experience. Sometimes the school will find the internship for you. Other times, you will need to find it yourself. Internships provide you with the opportunity to get good hands-on experience doing a job you would probably not be able to land on a full-time basis at this point in your career. The job may be available to you now because many internships are unpaid. You trade your time and efforts for the opportunity to learn valuable skills, to "beef up" your resume with appropriate work experience, and to make contacts. Internships can also lead to full-time employment as many interns are later hired by the firms in which they worked or through contacts made as an intern.

Some internships do offer a small stipend, but the other benefits may be even more important. Kathy Meier, a Rutgers Community Health Education major who has taken several Women's Studies courses, said "My internship with the National Women's Health Network in Washington, D.C. in the summer of 1985 was wonderful. It provided me with a mentor and a support system. It influenced my career choice so that I changed from computer science, which offered me frustration and no human contact, to the field of health education where I choose to combine health and women's issues. The National Women's Health Network is a big part of my life." Clearly, Kathy's internship had a major impact upon her career path.

Think of an appropriate hands-on work experience in which you are interested. Then call, write, and ask around to find a good work place for trying out your idea. Try to be imaginative and assertive. Keep in mind that many places will be more amenable to providing an internship than an actual job. Make sure that the internship is relevant to what you are studying and to your career goals. However, do not be discouraged if as a result of the internship you decide not to pursue a career in that specific area. It is valuable information to realize that this particular career is not suitable for you, and it saves time, money, and energy for you to learn it from an internship, rather than by taking an actual job in the field.

The list of resources on the last page of this booklet may give you some more ideas and possible directions to pursue in your search for an internship in an area that interests you.

B. Part-time and Summer Jobs

If you cannot arrange for an internship, another good way to get valuable work experience is through a part-time or summer job. It is not easy to find part-time work that can provide relevant experience, but the jobs are there. You just have to start your search early and

pursue them with determination and creativity. Do not wait until May to begin looking for a summer job; start in January. For a summer or part-time job, you may have to settle for just being in the environment you want to work in, not necessarily for holding the "dream job." But being in the right environment can have enormous benefits. You can begin observing what other people are doing in the work place and you can begin to make useful contacts.

Sometimes what you learn from part-time or summer work experience is unexpected. For example, Andrea Giuliani, a Douglass College senior found that her summer job as a lab technician, where she was one of two women working with eight men, made her aware of the attitudes that some men in her field have about working side by side with women. She feels that in addition to learning about the lab environment and her potential career path, the experience helped her to develop strategies to successfully deal with men in similar situations.

There are several ways to start tapping the job market for summer and part-time work. Begin with the following:

(1) your college placement office. You can find lots of contacts and leads there. Make sure you tell the staff members what you want to do and where you want to do it. Be realistic about the kinds of jobs that are available, and be perseverant.

(2) your professors. Ask them for leads to possible personal contacts or to specific businesses, laboratories, clinics, government agencies, or firms.

(3) your friends and relatives. They may know some good people or places for you to contact or have other ideas for you to pursue.

(4) newspaper want ads, business sections, local news sections.

(5) administrators of personnel departments in places you would like to work. You might use the direct approach and try to "sell" your value to a potential employer.

(6) temporary work agencies. These are good places to look for a variety of short-term jobs during the summer or school year.

(7) women's scientific professional associations and caucuses. Most scientific fields have one or more national, professional organizations, with regional or local chapters. In many of these organizations, a women's caucus or committee on the status of women in the profession has been formed. Since they are keenly aware of the barriers and obstacles facing women in science, members of these

organizations are usually eager to help young women with career information, internship possibilities, and even job placement. Some organizations provide scholarships to help women students seeking careers in their particular profession to complete their studies. In addition, the women that you meet through these organizations serve as role models of successful women in your chosen field.

On the last page of this booklet, you will find a list of some scientific professional associations along with other organizations and resources to get you started. For more resources, check the Encyclopedia of Organizations in your college library.

C. Volunteer Work

If you cannot locate an internship and you are having trouble finding a relevant part-time job, volunteering is another excellent way to get experience in your field of interest. In addition, professional programs, such as physical therapy, may require a certain number of hours of volunteer work in the field for admission to the program. Everybody loves a volunteer -- you provide more value than you cost -- and you can get the opportunity to work in a place that might not be willing to hire you at this point on a paying basis. When you are looking for volunteer work pick out the environment that you want and then be as specific as you can be about what you want to do. Discuss your objectives with your supervisor. Then treat your volunteer work like a job -- work out a specific schedule and stick to it.

Making Contacts

An excellent way to learn more about specific careers is to talk with people already majoring or working in a field that interests you. These people might serve as role models. As such, they can: demonstrate some of the things you can strive for and accomplish within the field; provide you with "nuts and bolts" job information; and serve as contacts for a career network which will help you to locate and land jobs in your field.

Whether you are participating in an internship, working on a part-time or summer job, or volunteering, you will be making valuable contacts that may make your future job search easier. When you are working, make sure you talk to everyone. Observe what other people are doing and listen to what they say. Ask lots of questions and do not be afraid to get back to your co-workers when it is time to look for a full-time job. There are many ways your co-workers can help you. They probably know a lot about other companies, laboratories, industries, or publications you might look into. At the very least, they may be able to give you the name of someone else you might call to start building a job-seeking network.

## PERSONAL PROFILES

Below are profiles of women, who are in different stages of career development. Three are undergraduates; one just graduated; one is in graduate school; and three have graduated and are working. Each of them is/was a science or mathematics major who has/had also taken one or more Women's Studies courses or is/was a Women's Studies double major. Each of the women has chosen a different career path. Their profiles represent just a small sample of the many career alternatives available to you.

The profiles are based on a series of personal interviews. The interviewees who are still in school were asked the following questions: 1) What is your major and has Women's Studies influenced your choice of field? 2) What are your career plans after graduation? 3) Have your Women's Studies courses affected any work experience you might have had through internships, volunteer work, or part-time employment?

The interviewees who have jobs were asked to provide the following information: 1) Describe your job and the skills that you use on it. 2) Discuss the ways your Women's Studies background has influenced your career choice. 3) Analyze how your Women's Studies background affects the way in which you do your job. 4) Suggest other career opportunities that people with similar backgrounds might pursue.

In addition to reading the profiles, you might use these questions as a guide when you talk to other people working in some of the fields and environments listed earlier in this booklet. Ask your Women's studies faculty for help in locating names and addresses of former students working in areas that interest you. Tracking down these people will not only provide you with interesting role models but also help you begin to build a network of contacts in your chosen career.

### Carol Diane Elliott

Senior at Mary Baldwin College
Chemistry and Biology Double Major

I am planning to use my chemistry and biology major as a basis for further training to pursue a career in medicine. Attending a women's college where I have seen women professors and students who are serious about science has made me feel confident about majoring in a non-traditional field for women. Being an active member of the student affiliate organization of the American Chemical Society and of Beta Beta Beta, the honorary biology society, has allowed me to meet women in scientific careers and learn about professional options. At this particular point, I have not yet decided whether I will attend

medical school to become a gynecologist or pediatrician or graduate school to become a genetic counselor.

I think that my Women's Studies course "Biology of Women" will be extremely helpful to me in either career. In addition to "Biology of Women" I plan to take Women's Studies courses in psychology of women and counseling. Personally I have encountered problems dealing with medical personnel who did not understand biological processes in women and how those processes may interact with psychological and social factors. I hope that my Women's Studies background will help me to aid other people in avoiding some of the difficulties I have encountered.

April Kane

Senior at the University of California--Santa Cruz
Double major in Chemistry and Women's Studies

During my first year and one-half in college, I primarily took science courses. I found that the excessive amount of time I was spending in the lab was an isolating and difficult experience for me. When I transferred to the University of California--Santa Cruz, I began taking Women's Studies courses. I found that I loved them and that they provided the balance both intellectually and personally that I needed for my chemistry schedule. Because of this, I have decided to do a full double major in both Chemistry and Women's Studies.

After graduation, I plan to go to graduate school in synthetic organic chemistry. After post-doctoral work, I hope to pursue an academic career in teaching both chemistry and Women's Studies. I have already had the experience of teaching a course called "Women and Chemistry, Women and Science" at UC--Santa Cruz. I am eager to attract more women students to careers in science and to the important information and support they would have from the knowledge of Women's Studies.

Andrea Kean

Senior at the University of California-Berkeley
Major in Genetics

When I entered college as a freshman and single parent at age 29, I felt that my life experiences gave me a social outlook and feminist perspective that were somewhat different from those of many freshmen. I had an interest in health care, particularly women's concerns because of my work experience in home care. Because of a love for science, that dated back to junior high, I chose to pursue a major in genetics.

With my interest in feminism, I also wanted to take courses in Women's Studies. Due to constraints in scheduling posed by my science courses, I was not able to pursue a double major in Women's Studies

and genetics. However, in addition to my three Women's Studies courses, I was able to take two courses, Women and Nature and Women and Healing, taught by Carolyn Merchant in the Conservation and Resources Program.

After graduation I hope to attend graduate school in zoology to study evolutionary theory. I think that my Women's Studies courses and feminism will always influence me as a scientist in my orientation towards data collection and in the interpretation of that data. I would like to state that I have personally not been hindered by men in science. Possibly due to the fact that I was honest about my feminism and my interest in science, the men scientists that I have encountered have been helpful and supportive to me. Hopefully, I will find them to be equally supportive in graduate school and as I pursue a career in science.

Audrey Lyndon

June, 1986 Graduate of the University of California-Santa Cruz
Double Major in Biology and Women's Studies

I had gotten very interested in biology in high school, after my advanced placement course during my senior year. My teacher was a young enthusiastic women who had just received her Ph.D. She served as an excellent role model for me. Although I began taking biology immediately when I entered college, it was not until my junior year that I took my first Women's Studies course. I became so interested in Women's Studies that I decided to take a double major, despite the fact that it meant a great deal of extra work.

My Women's Studies courses did have an effect upon my outlook as a scientist. I began to be aware of how many times we ignored data gathered in the lab that did not fit the anticipated outcome. My interests in biology and Women's Studies were drawn together in my joint thesis "Language and Values in Scientific Argument: The Construction of Biological Determinism" which was supervised by professors from Biology and Women's Studies.

I recently graduated and am currently managing a restaurant; my dream goal is to open a comprehensive women's center that would offer a variety of services. My biology and Women's Studies backgrounds would both be essential for the successful undertaking of such a project.

My advice to other women considering majors in science and Women's Studies is not to be intimidated by what other people say. Others may put you down because they feel threatened. It is important to find a support group of other people who know and understand what you are doing.

Elisabeth Smela

Graduate student at the University of Pennsylvania
Major in Electrical Engineering
Undergraduate Institution: Massachusetts Institute of Technology
Major in Physics; Concentration in Women's Studies

The primary difference that I am finding between undergraduate and graduate school is that there are very few women majoring in Electrical Engineering on the graduate level. Only three of the 120 people in my program are women. Even though I did my undergraduate work at MIT and majored in physics, which is a male-dominated field, 12% of the students were women. I am finding that the skills that I learned in my undergraduate classes are the same ones that I am using now. What is new to me, however, is the experience of feeling so socially isolated.

Fortunately, the five Women's Studies courses that I took during undergraduate school have helped me to cope with the situation of isolation. Although Women's Studies did not directly influence my career choice, it has given me a framework with which to view the world. I feel that Women's Studies has given me a context in which to analyze my current situation.

I would encourage other women to enter this field. I have not yet decided whether I will begin work after completing my master's degree or whether I will continue to study for my Ph.D. With a degree in Electrical Engineering, the career opportunities are excellent. I am considering doing research in solid state technology. However, there are numerous possibilities in academia, government, and industry for product development, research, sales, or management. I would strongly encourage women to consider a career in Electrical Engineering.

L. Shawn Gramates

Scientist, Advanced Magnetics, Inc. in Cambridge, Massachusetts
Undergraduate Institution: Massachusetts Institute of Technology
Major in Biology; minor in Women's Studies

Working in industry as a biologist, I design immunoassays for medical testing. I use basic laboratory skills and my knowledge of experimental methods to develop the immunoassays. I am actually doing something which is quite different from my concentrated area of study in college which was molecular biology. However, the basic laboratory skills, such as the ability to handle radioactive materials and pipetting, are similar. These skills would also be important had I chosen other careers such as research at a university, or medical or graduate school.

While my Women's Studies background does not directly affect my current position, it has been much help in my personal life. Unfortunately, I began taking Women's Studies courses rather late in my undergraduate academic career. I am considering either attending chiropractic school or graduate school in biology. My advice to any woman seeking a career in biology is to have confidence in yourself and not to be afraid of being less than perfect.

Cynthia Kickham

Computer programmer at McDonnell Douglas in St. Louis, Missouri
Undergraduate Institution: University of Missouri - St. Louis
Major in Computer Science; minor in Mathematics

As a computer programmer for McDonnell Douglas, I am working on a project to build trainers for different fighter planes. Specifically, I am building trainers for the AV-8B Harrier Fighter Plane which the company will sell to the Navy and Marine Corps. I use my mathematics and systems programming skills constantly. I am also called upon to do a substantial amount of technical writing. Other people with backgrounds and skills similar to mine have found employment in business and government. Right now this field is an area with broad and open opportunities for career advancement.

Since I only began taking Women's Studies courses near the end of my undergraduate work, they did not directly influence my career choice. However, the Women's Studies courses did give me more confidence in myself which made me feel that I could go out and choose whatever career and work environment I wanted. My Psychology of Women class has helped me directly on my job. From the class, I learned about the position and roles of women in society and about women and work. It also made me aware of the opportunities available to women and how to take advantage of those options.

I would advise all women to try to do their best. It is important for women to have confidence in themselves and realize that if they are capable, they can do the job as well as anyone.

(Although Elizabeth Reninger's career goals are not directly related to "pure" science or math, we have included her profile because, in her current position, Elizabeth is integrating her mathematics, social sciences and Women's Studies background.)

Elizabeth Reninger

Research Assistant for a social psychologist at Northwestern University in Illinois
Undergraduate Institution: Northwestern University
Major in Mathematical Methods in the Social Sciences; 13 Women's Studies courses.

As a research assistant for a social psychologist, I am working under a three-year grant from the Eisenhower Foundation. The purpose of the grant is to develop community crime prevention programs in ten different locations. I am involved with all three major aspects of the evaluation of the project: 1) I travel to the communities where the programs are located to interview people involved with the project. 2) I conduct telephone surveys with residents in the neighborhoods where the programs have been in effect. 3) I analyze the crime statistics from these same neighborhoods.

The skills which are most important for this job are my statistical, writing, and communications abilities. I was hired for my statistical knowledge which I apply in data collection and analysis in evaluating the crime statistics and surveys. My communications skills are used directly when I interview people, and indirectly, in most other aspects of my job. Since part of my duties require writing reports, my undergraduate training in writing has been very important.

Other people with similar training to mine have gone to work for government agencies or advertising agencies doing marketing research. Many also go on to graduate school, particularly in the field of economics. Basically, with a strong background in statistics, finding a job is not a problem.

Women's Studies has been very important for my ultimate career choice, although it is not directly related to this position. I see this job as a stepping-stone towards graduate school. Through this position, I am gaining practical experience in applied sociology and earning money so that I may go to graduate school. Next year, I plan to enter graduate school in sociology where I am eager to further my Women's Studies knowledge by specializing in feminist theory.

Although I am not using my Women's Studies directly now, I think that it has given me confidence in myself, which has helped me in my current position. It has also opened my eyes to certain factors during the evaluation of the crime prevention programs. For example, I notice what the women in the neighborhoods are doing, and I am more aware of people's reaction to me as a woman.

My only regret is that I was not exposed to Women's Studies earlier. I think that Women's Studies should be required for all undergraduates.

## FOR MORE INFORMATION

You can locate lots of people and materials to help you in your search for the "right job." Many different sources of information are open to you. For example, there are numerous professional organizations and associations that can provide specific career information and leads to potential internships or actual work experience.

Below are names of some of these associations and a list of additional print resources you might use for more information. You can add to these lists by consulting with the reference librarian at your college library, by checking with your college career placement office, or by networking with people already in your field(s) of interest.

## General Organizations

American Association of University Professors Committee on the Status of Women in Academic Professions
One Dupont Circle, NW
Suite 500
Washington, DC 20006

American Association of Women in Community and Junior Colleges Center for Women's Opportunities
One Dupont Circle, NW
Washington, DC 20006

Federation of Organizations of Professional Women
2000 P Street, NW #403
Washington, DC 20036

National Association of Female Executives
160 E. 56th Street
New York, NY 10022

Business and Professional Women's Foundation
2012 Massachusetts Avenue, NW
Washington, DC 20036

New Jersey Network of Business and Professional Women, Inc.
352 Cedar Lane
Teaneck, NJ 07666

Women's Rights Information Center
108 W. Palisades Avenue
Englewood, NJ 07631

## Women's Scientific Professional Associations

American Association for the Advancement of Science
1515 Massachusetts Avenue, NW
Washington, DC 20005

Association for Women in Mathematics
Wellesley College
Box 178
Wellesley, MA 02181

Association for Women in Science
1346 Connecticut Avenue, NW
Suite 1122
Washington, DC 20036

Committee on the Role and Status of Women in Science of the
National Association of Biology Teachers
11250 Roger Bacon Drive
Reston, VA 22090

Committee on the Status of Women in Physics of the
American Physical Society
335 E. 45th Street
New York, NY 10017

Committee on the Status of Women of the
American Astronomical Society
c/o Dr. Peter B. Boyce
1816 Jefferson Place., NW
Washington, DC 20036

National Network of Minority Women in Science
Office of Opportunities in Science of the AAAS
1776 Massachusetts Avenue, NW
Washington, DC 20036

Sigma Delta Epsilon Graduate Women in Science
9650 Rockville Pike
Betheseda, MD 20814

Society of Women Engineers
National Engineering Complex
345 East 47th Street
New York, NY 10017

Women Geoscientists Committee of the
American Geological Institute
4220 King Street
Alexandria, VA 22302

Women Chemists' Committee of the
American Chemical Society
1155 16th Street, NW
Washington, DC 20036

Women and Mathematics
Mathematical Association of America
c/o Carole Lacampagne, National Director of WAM
Department of Mathematics
University of Michigan-Flint
Flint, MI 48502-2186

The following societies have committees to advance women members

American Associations of Immunologists
9650 Rockville Pike
Bethesda, MD 20814

American Society for Cell Biology
9650 Rockville Pike
Bethesda, MD 20814

American Society of Biological Chemists
9650 Rockville Pike
Bethesda, MD 20814

American Pharmaceutical Association
2215 Constitution Avenue, NW
Washington, DC 20037

Biophysical Society
9650 Rockville Pike
Bethesda, MD 20814

## Specialized Print Resources

Internships
This book is published each year by Writer's Digest Books, Cincinnati, Ohio. It lists hundreds of internship opportunities in all fields and contains a special section on women's career counseling programs.

Internship Programs for Women
This is published by the National Society for Internships and Experiental Education. The Society also publishes other guides to internships, including a Directory of Washington Internships. NSIEE is located at
2nd Floor
124 St. Mary's Street
Raleigh, NC 77605

The Directory of Special Opportunities for Women
This is a national guide to educational opportunities, career information, networks, and peer counseling assistance for women entering or re-entering the work force.

Directory of Women's Centers
Available from Project on Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009

Directory of Women's Organizations
Available from New York City commission on the Status of Women
52 Chambers Street
New York, NY

Professional Women's Groups Providing Employment Assistance (May 1983)
American Association of University Women
2401 Virginia Avenue, NW
Washington, DC 20037

Women and Minorities in Science and Engineering (January 1984)
National Science Foundation
NSF Report 84-300
Washington, DC 20550

Scientific-Engineering-Technical Manpower Comments
Available from the Commission on Professionals in Science and Technology
1500 Massachusetts Avenue, NW
Suite 831
Washington, DC 20005

APPENDIX II A

# Job Survival Skills for Women's Studies Students

A Project of the Junior Year at Douglass Program in Women's Studies

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
Campus at New Brunswick

# Now Available

# Women's Studies: Career Focus Booklets

Series I Communications | Series II Social Sciences | Series III Math & Science | Career Development Training Manual

Series I, II, and III. Women's Studies offers benefits to students which, combined with a background in either Communications (English, Journalism, Communication), Social Sciences, Math, or Science, will enable them to develop marketable skills and effectively pursue their field of interest. Whether students plan to use their Women's Studies training to create employment opportunities directly related to women's issues, or to pursue a career path that is not specifically oriented towards women, a Women's Studies background will be invaluable.

These booklets have been designed to: help students think about how they can apply their background to their future career path; look at some of the career options open to people with their skills and interest; describe specific steps they might take to decide on and prepare for the career of their choice; and examine profiles of women with backgrounds similar to theirs and how these women have pursued their fields of interest.

Job Survival Skills for Women's Studies Students: A Career Development Training Manual is designed to give instructors (Women's Studies professors and Career Development personnel) concrete ideas and activities for teaching job survival skills to Women's Studies students. The manual includes ten modules, each of which provides background information on the topic, discussion guides, several exercises and assignments, and more. The module topics range from - "Making Your Women's Studies Degree Work For You, Not Against You" to "Goal-setting," "Networking," and the "Job Game." While the training manual is designed to be presented in a classroom situation or through a workshop series, individual students will also benefit from reading and following through on the suggested exercises.

To order the whole packet - which includes Series I, II, and III, as well as the Training Manual - or individual booklets, simply fill out and return the form below.

---

ORDER FORM -- WOMEN'S STUDIES CAREER FOCUS BOOKLETS

| | Please send: Number of copies | | Cost w/ postage* | | Price |
|---|---|---|---|---|---|
| Whole Packet (Series I, II, III, and Manual) | _____ | x | $ 3.00 | = | _____ |
| Series I: Communication, English, Journalism (17 pages) | _____ | x | $ 1.10 | = | _____ |
| Series II: Social Sciences (17 pages) | _____ | x | $ 1.10 | = | _____ |
| Series III: Math and Science (22 pages) | _____ | x | $ 1.10 | = | _____ |
| Career Development Training Manual (44 pages) | _____ | x | $ 1.60 | = | _____ |
| | | | Total Price | = | $_____ |

* Postage is based on book rate mailing and is subject to change.

I am enclosing a check or money order made payable to Rutgers University for the total price of _____ which includes postage and handling.

Return to: Junior Year at Douglass
Program in Women's Studies
Voorhees Chapel, Room 4B
Douglass College
New Brunswick, NJ 08903

Mail to: _____
_____
_____

# JOB SURVIVAL SKILLS

# FOR

# WOMEN'S STUDIES STUDENTS

## A CAREER DEVELOPMENT TRAINING MANUAL

This manual was prepared by Audrey Goodman, Director, Career Services, Fairleigh Dickinson University, Rutherford Campus, for the Junior Year at Douglass Program in Women's Studies.

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## PART 1

## INTRODUCTION

This Women's Studies Career Development Training Manual has been developed to give instructors some concrete ideas and activities for teaching job survival skills to Women's Studies students. It is also adaptable for other liberal arts graduates. Each module presents a lesson/activity plan that will help students develop a specific skill needed in the work world, no matter which career field they choose.

The skills focused on in the manual were chosen as a result of study of: (1) a survey conducted by the National Institute of Education (NIE) on attitudes and concerns of Women's Studies graduates; and (2) a survey sent by the Junior Year Program to 100 recent, from 1979-present, Women's Studies graduates. According to the Junior Year Program responses many graduates feel that their Women's Studies programs have already helped them achieve a greater sense of assertiveness and self-confidence in both their personal and professional lives. On both surveys, however, students expressed an interest in increased training in "marketable skills." The manual was compiled to meet this need.

The skills chosen for the manual go beyond the traditional job search skills -- resume writing, job interview techniques, and job-hunting strategies. Our research indicates that Women's Studies graduates (almost 100% female, from our responses), have the need to learn and practice such skills as assertiveness, leadership, risk-taking, networking, and mentoring which will help them to compete successfully for jobs and to advance in their careers. While the respondents to our survey were almost all women, it is evident that many college-age male students would also benefit from a similarly structured job skills package.

Each module in the training program provides background information on its topic, definitions, warm-up activities, and several exercises to get students directly involved in the topic. There are also outreach assignments to encourage students to learn about the concepts beyond the classroom setting.

The modules, many of which are interrelated, appear in the order in which it is recommended they be used, however this can be modified to meet the needs of each user of the manual.

## WHO ARE WOMEN'S STUDIES STUDENTS: A PROFILE

NIE surveys provide the following profile of Women's Studies students:

They are frequently older than traditional undergraduates at the time of their enrollment in college. Many are in a period of transition -- separated, divorced, widowed, or shifting away from child-raising activities. Some may be ambivalent about entering or re-entering the work force after years of part-time, low-status volunteer work.

The NIE study also found that for many Women's Studies students, the ultimate goal is not always finding full-time employment. Many students enroll in college for personal growth and fulfillment not directly related to obtaining employment.

Our profile differs from NIE's. The majority of Women's Studies students who responded to our survey were of the traditional college age. Most took Women's Studies courses because of an interest in feminism and women's issues. Many report that they took one or two Women's Studies courses as electives and liked them so much, and felt so attuned to what they learned, that they continued on to get a certificate (Rutgers' equivalent to a minor at the time the survey was conducted).

Most of the Women's Studies students we surveyed consider themselves to be strong and determined individuals. On a scale of 1-5 (5 highest), they rated themselves highly confident (4-5), highly assertive (4-5), and highly willing to take risks (4-5). The majority of the students we surveyed said they know what they want, have a 5-10 year plan of goals, and feel confident that they will achieve their goals.

Many credited their Women's Studies background with giving them a strong sense of self-awareness and an understanding of a range of different personal and professional skills. Comments about the influence of a Women's Studies background on the lives of the respondents included the following:

* Women's Studies gave me the power to execute courage where fear once stood excessively; the expertise to search out answers when before questions simply went unanswered; the aptitude to be a women in a world which still sees females as lesser beings.
* Women's Studies helped refine and expand my administrative/ organizational talents, and sharpened my analytical and research skills.
* I have a better self-image and am willing to be assertive.
* I have the ability to analyze systems and look beyond the surface with regard to both individuals and organizations.
* Women's Studies helped me prepare to deal with the obstacles I face in the "real" world.
* I learned to be assertive and reduce my guilt about pursuing a career.
* Women's Studies helped me learn to be myself and pursue my own interests.
* Women's Studies helped me develop confidence in my own abilities and a wider range of knowledge and experiences that aid in decision making and problem analysis.

## WHERE DO THEY WORK?

According to the research studies done for NIE, the collective experiences of Women's Studies graduates points to careers in three

different categories: (a) traditional female jobs (teaching, nursing, social work); (b) non-traditional careers for women (engineering, accounting, construction); and (c) new jobs resulting from the women's movement (work in displaced homemakers' programs, rape crisis centers, feminist publishing houses, campus women's centers, battered women's shelters, affirmative action offices, sex equality projects, and advocacy and lobbying organizations).

Once again, our results differ from those of NIE. Most of the women in our survey are working in neither traditionally female-dominated fields nor in traditionally male-dominated fields. In many instances, they have combined traditional and non-traditional jobs with matters that have become of public concern since the recent wave of the women's movement. Most of them are also in positions that require management and decision-making responsibilities, as well as a certain amount of leadership -- skills with which many Women's Studies students appear to be comfortable.

The Women's Studies graduates we surveyed hold a wide range of jobs. Many have directly combined their liberal arts and Women's Studies backgrounds to pursue careers with women's magazines, women-oriented TV productions, or women-related counseling services. For most, however, their Women's Studies background has had more of an internal effect on what they bring to their jobs and how they carry out their work. The confidence and self-assurance most feel they gained from the program has also, no doubt, helped them to find their jobs in the first place.

Once on the job, many graduates have been given particular assignments because of their Women's Studies expertise. Examples include the following: a legislative aide who now covers women's issues in addition to her other areas of responsibility, a parole officer who has been assigned to help women collect child-care support, a rehabilition counselor who has been assigned to deal with new "blue-collar" insurance claims filed by women that need to be investigated, and a public relations coordinator who is now responsible for a lecture series on women and finance.

The following lists include a sample of job titles now held by the Women's Studies graduates we surveyed:

<u>English/Communications</u>
associate producer
editorial assistant
graduate assistant, communications
marketing associate
merchandise manager
production editor
professional storyteller
public relations coordinator
training manager

<u>Political Science/History</u>
community mental health worker
legislative aid

<u>Psychology</u>
community program specialist
customer service manager
sales associate
supervising teacher

Sociology
attorney/author
data processing manager
musician
office manager
probation officer

Not only are the jobs varied, but the pathways these Women's Studies graduates have taken toward these jobs have also been varied. Chance has played a role in some career choices. However, the majority of those surveyed indicated that their college studies, summer work, internships, and political activism have had the greatest impact on their career choices.

# PART II

## MODULE 1 - ASSERTIVENESS

### FOCUS

Assertiveness is a mode of behavior that effective people use in their relationships, in school, on the job -- in all aspects of their lives. Many women need to learn to be more assertive in order to find jobs, keep their jobs, and be the most effective they can be in their jobs. Being assertive implies acting with confidence and a sense of control. Traditionally, women have been taught to be passive in their relationships with others. In the business world in particular this can be a self-defeating posture. Luckily assertiveness can be learned and practiced.

The following activities will involve:

(1) Defining behavior modes

(2) Illustrating different behaviors in response to the same situation

(3) Role-playing and evaluating behavior modes

(4) Evaluating self behavior

(5) Recognizing assertive body language

(6) Role-playing assertive behavior in life situations

(7) Assertiveness training outreach assignments

### INTRODUCTION

Point out that there are primarily four different ways of dealing with interpersonal situations. A person can demonstrate the following behavior patterns when interacting with others: (1) assertiveness, (2) aggressiveness, (3) passiveness, and (4) indirect aggressiveness. Most people do not act in any one of these ways all of the time. They move in and out of the different behavior modes, depending upon the situation.

### DEFINITIONS

Present the following definitions and characteristics of each behavior mode:

1. Assertiveness -- Assertive behavior involves being strong and confident without being pushy. Assertive people view themselves as having rights equal to those of the people they deal with. They use

"I" statements frequently in asserting their equal rights. They feel free to reveal themselves and accept their limitations. They strive to win, but maintain self-respect even when they lose. Assertive behavior allows for and encourages feedback. Assertive people take active roles with respect to others and keep defensive reactions to a minimum. Assertive people make things happen because they encourage others to work with them rather than antagonizing others.

Ask which of the following seems to be an example of assertive behavior:

(a) walking out of a room during a heated argument and slamming the door

(b) bursting into tears in order to win sympathy during an argument

(c) backing down during an argument because the other person seems louder or stronger

(d) maintaining a calm tone during an argument but not forsaking one's position

It is clearly example d. Discuss the probable outcome of such behavior. Why does it provide more potential for winning than the other examples?

2. Aggressiveness -- Aggressive behavior is often associated with anger. Like assertiveness, aggressiveness is open and honest, but it is goal-oriented rather than people-oriented. An aggressive person does not pay much attention to the feelings of others. The individual acts very confident and very forceful. Some people call this the "steamroller effect," because the other person may feel flattened out after being run over by the aggressive individual. Aggressive people often use put-downs, degrading statements, and dehumanizing actions in their interactions with others. They establish unequal relationships and use a lot of "you" statements. Aggressive people often get their needs met, but at the expense of others.

Reiterate the four examples mentioned above and ask which one most resembles aggressiveness (ex. a). Discuss what the probable outcome of such behavior might be.

3. Passiveness or Nonassertiveness -- Passive behavior involves an individual's acting protective toward the feeling of others. Somehow in the process, however, the individual's own rights may become violated. Passive individuals often find themselves in situations that do not meet their own needs or wants. They may also develop the feeling that "You're OK, but I'm not." The statements "I can't," "I censor," and "I hold in" become part of the passive individual's stance in dealing with others. This is basically a dishonest mode of behavior in which the individual becomes inactive and does not take a stand. Passive individuals constantly ask permission, lead with

questions rather than statements, and communicate a great deal of uncertainity in their relationships. Feelings and thoughts are often censored, and the person may seem accommodating on the outside but feels put upon on the inside. Passive people react rather than act. They respond to what others say and do rather than acting on their own.

Once you have presented this definition, ask which of the examples listed above was passive (ex. c). Discuss the probable outcome of this behavior.

4. Indirect Aggressiveness -- Indirectly aggressive behavior can be quite manipulative and may involve lots of game-playing. There are hidden agendas in which the individual wants to be viewed in one way but act in another way. This behavior mode is often used by people who feel powerless. An indirectly aggressive person tries to control people in a quiet way by dropping hints or creating a feeling of guilt.

Discuss the manipulative nature of the indirectly aggressive behavior pattern used during the argument above (ex. b).

EXERCISE #1 -- Role-playing

Now that the four behavior modes have been described, the instructor and a student can model the different types of behavior in a hypothetical situation.

> Situation: Your mother wants you to come home for the summer to Ohio and find a job there. You want to stay in New Jersey and start planning your career. You do not plan to move back to Ohio, anyway. You have to tell your mother this.

Have the student play the mother role. The instructor should take first a passive, then an aggressive, then an indirectly aggressive, and then an assertive stance. After each role-play have the class guess which behavior pattern was being modeled. Discuss the effectiveness of each behavior in achieving the desired result.

EXERCISE #2 -- Evaluating Self-behavior

Hand out copies of the following assertiveness inventory to each student.

## HOW ASSERTIVE ARE YOU?

Complete the Assertiveness Inventory form below. Give yourself 5 points for each item to which you can answer "Yes, always." Give yourself 3 points for each item to which you can answer "Sometimes, but it makes me feel uncomfortable." Give yourself 1 point for each item to which you would answer "No, I cannot do that."

CAN YOU:

___1. Turn down a request for money from a friend.

___2. Receive compliments.

___3. Ask a favor of someone that will mean time/work/effort for him/her.

___4. Apologize when you know you have done something wrong.

___5. Return unneeded or defective merchandise to a store.

___6. In a close relationship, tell the other person that he/she has done something which you think is wrong.

___7. Start a conversation with a stranger.

___8. Say, "No," when someone has made an unfair demand of you.

___9. Tell someone, "I don't like what you did."

___10. Answer an unjustified put-down in a calm way.

___11. Refuse a date when you do not like the other person.

___12. Send back food in a restaurant that is not prepared the way you want it.

___13. Request the return of borrowed items.

___14. Tell another person when he/she has done something that has offended you.

___15. Go alone to a party.

___16. Defend your right to do something even though others disagree with your actions.

RATING: <u>80-70</u> You are in pretty good shape. Keep up the assertiveness.

<u>69-60</u> You need to be more in control.

<u>Below 60</u> Watch out. The world may be passing you by.

EXERCISE #3 -- Assertive Body Language

Point out that assertiveness is not just a verbal behavior. A speaker's body language can have just as much effect on others as the person's words.

Present the following characteristics of assertive body language:

(a) direct eye contact

(b) even voice tone -- not too quiet or shrill

(c) few nervous gestures (hair twirling, giggling, hand waving, etc.)

(d) good posture -- straight but flexible

Discuss aggressive or passive stances. Have students mime an argument or order-giving situation to demonstrate different body language stances.

EXERCISE #4 -- Assertiveness Practice

Have students put words and body language together to assume an assertive behavior mode as they role-play one of the following real-world situations:

1. Asking the boss for a raise.

2. Telling a friend that she/he has hurt your feelings.

3. Saying "No" to a friend's request to do him/her a favor.

EXERCISE #5 -- Outreach Assignments

Assertiveness requires a lot of practice to make it an integrated part of one's behavior pattern. Ask students to carry out the following assertiveness "assignments" outside of class. They should also fill out the chart below and report their results to the group.

1. Give a compliment to a professor or some other professional person about the person's work.

2. Question a doctor or dentist about treatment given you or proposed for you.

3. Ask a professor or speaker to stop and explain something you do not understand.

4. Request special service from a store or restaurant employee.

5. Ask a favor from someone in a position of authority over you.

ASSERTIVENESS CHART

| Person | Situation | What Satisfied me about my action | What I didn't like about my behavior | My overall feeling about the contact |
|---|---|---|---|---|
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## MODULE 2 - SETTING GOALS

FOCUS

Many people do not take the time to figure out what they want from life or to create an action plan to get where they want to go. In other words, they do not set clear goals and develop a plan to achieve them. They allow things to happen to them rather than taking control and making things happen.

Goal-setting is an important element of personal and professional success. It is a way of making future dreams become a part of present reality.

The activities in this module will help students begin to define their goals and learn how to plan to meet those goals. The activities will include:

(1) Using a fantasy vision to help define goals;

(2) Brainstorming steps and a course of action to achieve these goals;

(3) Developing a commitment to follow through on one goal-achievement course of action.

INTRODUCTION:

Point out to students that we all have vague goals. In order to take action on our goals, however, we must make them more specific. In that way, we can begin a step-by-step plan for achieving these specific goals.

. Explain that the three activities of this module are inter-related. Taken together, they may help students to discover some of their own goals and start developing a plan for achieving them.

EXERCISE #1 -- Experiencing a Goal-Setting Fantasy

Explain that the first step in goal-setting is becoming aware of what you want. Sometimes these desires are deep-seated, and a guided fantasy might help to bring them to the surface.

Ask the students to close their eyes and picture a day in the future when they are each very happy. Help them to visualize this time by slowly posing the following questions:

(a) Where are you living?

(b) What does the place look like?

(c) Where is it located?

(d) Who is with you?

Continue the fantasy trip by asking participants to imagine they are going to work. Now pose these questions, in the same slow fashion:

(a) Where are you going specifically?

(b) What does your workplace look like?

(c) What time of day is it?

(d) What are you wearing?

(e) What are some things you will do once you get there?

Next ask them to imagine that they are leaving work. As they visualize the end of their workday, ask:

(a) What time is it?

(b) Where are you going now?

(c) How do you feel?

(d) What have you accomplished so far today?

Once students have completed their fantasy journey, ask them to write down as many details of their visualization as they can remember. Then have each student find a partner to share her vision with. The partners should write down five or more "I want" statements that relate to the vision. For example:

I want to live in the country.

I want to work with children.

I want to make $20,000 next year.

I want to work outdoors.

I want to have an apartment of my own.

Suggest that they add to their lists other immediate "I wants" that they know to be true but which did not surface in the fantasy. (For example, "I want to graduate near the top of my class.")

Then ask students to take their lists of goals, choose the top five, and list them in order of preference.

EXERCISE #2 -- Taking Action on Goals

This exercise is the next step in the goal-setting process. It moves the student beyond "want" to an analysis of how to achieve the goal.

Ask students to take their five top "wants" and, with their partner, generate a list of "I can" steps to get them closer to meeting their goal. Ask them to generate as many ideas as possible.

For example, here is a list of "I can" steps for the goal "I want to work with children":

I can identify different jobs that involve working with children.

I can get experience working with children through a summer job.

I can find out about camp jobs.

I can read books about children.

I can talk to some of my professors and ask them for suggestions.

I can interview people now working with children.

I can volunteer to work in a children's ward at a hospital.

EXERCISE #3 -- Developing a Goal-setting Contract

This exercise is the final step in the process of taking "wants" and developing concrete actions to achieve them.

Point out to students the importance of having a support system to help meet their goals and to help set manageable timetables for meeting their goals. This support system can often be supplied by friends or associates. Ask each student to choose one "I can" statement from her list that she is willing to act on and to turn that statement into an "I will" commitment. For example: "I will talk to my professors about jobs working with children." With their partner as an active participant, they should sign an "I will" contract such as the following that includes a timetable for carrying out the commitment:

GOAL ACHIEVEMENT CONTRACT

I will _____ by _____.
My partner _____ and I will call each other on to share our progress toward achieving our goal.

(signed)

Conclude this module by reminding students of the importance of setting goals and by reviewing the steps involved in this process:

1. Visualizing what you want;
2. Breaking your goal into small, manageable steps;
3. Setting a realistic timetable for carrying out these steps;
4. Getting support from friends;
5. Expecting success.

## MODULE 3 - RISK-TAKING

Focus:

Risk-taking is an important skill which women, as well as men, need in order to succeed in a variety of arenas. Decision-making involves risks -- such as the risk of standing out, of being wrong, or of offending or overruling others.

Sometimes it takes being forced into "risky" situations in order for people to recognize and evaluate their own risk-taking postures and to learn how to alter their behavior in such situations.

The following activities will involve:

(1) Defining risk-taking

(2) Recognizing career-related risks

(3) Evaluating one's response in a staged "risky" situation

(4) Developing a risk-taking plan

(5) Outreach risk-taking assignments

DEFINITIONS:

Open your discussion by presenting the following definitions of risk and risk-taking: a risk is a change from the ordinary, the routine, the safe; risk-taking can involve making a change so that you are moving ahead from one place to another, from one idea to another, from one value to another, and from one behavior to another. You might want to ask students to name some of the reasons that make people fear risk-taking.

INTRODUCTION:

Ask your students what their attitudes are towards risk-taking. Women and men sometimes have differing attitudes towards risk-taking which may be related to how they are socialized. In contrast to boys and men, girls and women may frequently be taught to be protective of themselves and others, dissuaded from taking risks, and encouraged to be cautious even when they are older and on the job.

You might cite Henning and Jardim's study (1977) of 100 women in management positions as part of your discussion. They found that women's and men's views on risk-taking differed significantly. In this study, women viewed risk-taking negatively and rather narrowly. They defined risk-taking as bringing danger, loss, ruin, and possible injury. Men, on the other hand, saw risk-taking as having the poten-

tial for both opportunity and danger, gain and setback, and win and loss. Men looked at risk in terms of long-range consequences. Women looked at how risk would affect their immediate situation.

EXERCISE #1 -- Recognizing Career-Related Risks

Present the following list of common risks women might encounter in a career:

1. Being assertive and asking for resources to carry out a project.

2. Giving negative feedback to those you supervise.

3. Disagreeing with your supervisor.

4. Confronting conflict with your colleagues.

5. Being a leader in a group in which the majority of individuals are male.

Have students work with partners to generate three more risks they might need to take in a career. The partners should discuss whether they would be willing to take these kinds of risks. Have them report back to the group and add their risks to the group list. You might also ask partners to generate three risk-taking situations that are not career related. You can also discuss what is at risk for women, and whether or not the students think the risks are different for men.

EXERCISE #2 -- Staging a "Risky" Situation

Set up a fish bowl discussion, with two circles of chairs, one circle inside the other. Ask for volunteers to fill all but one of the inner circle chairs. Have the rest of the group sit in the outer circle. Ask the inner circle volunteers to begin a discussion on the topic "What makes a successful leader?" Invite members of the outer circle to sit in the vacant chair and join in the discussion. They should move back to the outer circle after they have had their say.

Allow the discussion to go on for 10 to 15 minutes. At the end of this time, chart responses made about leadership on a flip chart. (Keep this chart for the next module.)

Debrief the exercise. Explain that the exercise was a risk-taking venture for the volunteers in the inner circle. They were moving into the unknown, taking a risk. Also, anyone who occupied the vacant seat took a kind of risk, also.

Divide the large group into smaller groups of 3-5 members. Ask members to evaluate their own risk-taking behavior during the exercise. Did they volunteer and was that typical of their own behavior? Do they usually take risks? Did they stay behind in the outer circle? Was that their typical behavior? Did anyone take the vacant seat? What risks did that involve?

EXERCISE #3 -- Developing a Risk-Taking Plan

Point out that one way to minimize the amount of risk in a situation is to plan for risk-taking. Having a solid plan of action will reduce the amount of anxiety in a risky situation and increase a person's willingness to take risks. Distribute the following risk-taking plan chart and have students complete it. Then have them discuss their results with a partner.

RISK-TAKING PLAN

1. List one risk that you are either currently facing or anticipate facing in the near future.

_____

2. What do you want to happen in the situation?

_____

3. What are your concerns about taking the risk?

_____

4. What can you gain if you take the risk?

_____

5. What can you lose if you take the risk?

_____

6. What specific action(s) can you take to minimize the amount of risk?

_____

7. What support do you have to help you through the situation?

_____

EXERCISE #4 -- Outreach Assignment

Have students practice one concrete risk-taking action outside of class. For example, have them call a campus "expert" on an issue to get a quote about the topic. Have them report back on their quotes and the experience of collecting them.

## MODULE 4 - LEADERSHIP

FOCUS:

More than ever before, women are attaining leadership positions in the work world. While being in a leadership position may be a new role for some women, they are learning to accept this role willingly and comfortably. Leaders are not born; they are trained. Learning to be a leader involves learning about leadership style and becoming aware of the power bases within organizations. (This latter concept will be covered in the module "Politics and Power.") Leaders must also possess assertiveness and a willingness to take risks. (This module is, therefore, a good place to review the skills practiced in the previous modules. See Exercises 3 and 4 below.)

The following activities will involve:

(1) Determining leadership characteristics

(2) Charting and analyzing one's own leadership experiences

(3) Evaluating leadership styles

(4) Analyzing leadership behavior modes through role-playing

(5) Discussing the risks of leadership

(6) Carrying out a leadership outreach assignment

INTRODUCTION:

Using the list of leadership characteristics generated by the group during the Risk-Taking fishbowl discussion, begin to talk about the group's concept of "What makes a successful leader." Add any new criteria to the flip chart list already developed.

As part of the discussion, you may want to cite the results of two studies of leadership traits. A 1960 University of Minnesota survey of 468 administrators in leadership positions identified that, compared to other organization members, the leaders were generally more intelligent, better educated, had a stronger need for power, preferred independent activity, engaged in more intense thought, took moderate risks, enjoyed relationships with others, and disliked detail

work. A second study showed common traits of leaders as: intelligence, self-assurance, decisiveness, initiative, extroversion, sense of humaneness, enthusiasm, and self-confidence. Ask group members to compare their own list of criteria with those developed in these studies.

DEFINITION:

Conclude the introductory leadership discussion by presenting the following definition and characteristics of a leader: "A leader is a person who can motivate other people to achieve specified objectives. A good leader must recognize and state what needs to be accomplished. A good leader must be 'true to herself' and know her values, beliefs, goals, and strengths." Have the group amend this definition as they see fit.

EXERCISE #1 -- Charting Leadership Experiences

Leadership is a matter of both style and skill. The first step toward becoming a more successful leader is recognizing one's own leadership potential. Explain that nearly everyone has some experience as a leader. Recognizing the leadership skills you already possess and determining those skills you still need to develop can help you become a better leader.

Group members can begin analyzing their own leadership skills by studying their past leadership roles in school, in the community, and in part-time jobs. Suggest that they complete a chart such as the following. A sample entry has been added to the chart.

LEADERSHIP EXPERIENCES

| Position | Responsibilities | Skills Needed | Why Like/Dislike |
|---|---|---|---|
| Paid position: | | | |
| Ass't Mgr. Drug Store | inventory/stock<br>cashier<br>open/close store<br>sales<br>hiring/training staff | motivate staff<br>budgeting<br>selling<br>leading<br>planning | felt important<br>felt successful |
| School position: | | | |
| Community/Club experience: | | | |
| Other experience: | | | |

After students analyze their own leadership history, ask them to make a list of skills they feel they still need to develop to be a more successful leader. Have them share their lists with the group.

EXERCISE #2 -- Analyzing Leadership Styles

There are several different styles of leadership. Present and define the following three styles:

1. Authoritarian -- the leader who tells her subordinates, is in complete control, and always has the final say.

2. Democratic -- the leader who works with others to set up objectives, develop procedures, and solve problems. This leader gets her power from the group.

3. Laissez-faire -- the leader who shares her power and authority. This leader remains in contact with the group but hands over control of the activities to the group itself.

Most leaders move in and out of these styles, depending on the situation.

Break the large group into three smaller ones, one for each leadership style. Have each group develop a situation where it would be appropriate for a leader to adopt its particular leadership style. Group members should list 3-5 reasons why that style would be more appropriate in the situation than the other two styles. Have one group member present its findings to the whole group.

EXERCISE #3 -- Analyzing Leadership Behavior

(This optional exercise can serve as a review of the assertiveness training module.)

Present the following situation as a role-playing activity:

> You have been put in charge of a group assigned to develop a consumer survey. You are conducting an orientation meeting for the other group members of the project. Role-play your opening remarks using aggressive, passive and assertive behavior.

Ask the entire group to discuss the effectiveness of each approach and its probable results.

EXERCISE #4 -- Analyzing Leadership Risk-Taking

(This optional exercise can serve as a review of the risk-taking module.)

Ask members of the group to imagine that they have been offered a promotion to a leadership position within an organization. Have them answer the following questions:

(a) Why do I want the position?

(b) What reasons would I have for turning down the promotion?

(c) What do I stand to gain by accepting the position?

(d) What do I stand to lose by accepting the position?

(e) How will I handle the reaction of my peers to my promotion now that I will be their supervisor?

Ask group members how willing they would be to take the risks and accept the leadership role.

EXERCISE #5 -- Finding Out More About Leadership

Give out the following leadership outreach assignment:

Ask students to locate "a leader" in the school or work community, and interview the person and report their findings back to the group. Interview questions might include:

(a) Do you consider yourself a leader? Why or why not?

(b) Can you describe your style of leadership?

(c) What skills do you have that make you a leader?

(d) How did you acquire these skills?

## MODULE 5 - NETWORKING

FOCUS:

The term "old boys network" is a familiar one in the business world. It conjures up the image of one "old boy" calling another when a job opens up, a rumor spreads, or a story breaks. It is business done at the bar, on the golf course, over lunch at the club, and at many other out of office locations. The ultimate goal of career networking is business success, whether in starting a job or advancing a career. The effectiveness of the "old boys network" for career success has both men and women longing to become better networkers.

"Old Girls Networks" are also being developed these days. Good networkers build their systems by using old-line organizations as well as new organizations and groups. Becoming a good networker involves learning to recognize networking directions and opportunities.

The following activities will involve:

(1) Defining networking

(2) Brainstorming networking opportunities

(3) Recognizing formal and informal network directions

(4) Constructing a hypothetical network from self-contacts

(5) Role-playing network development techniques

(6) Completing an outreach networking assignment

INTRODUCTION:

Point out that the following pieces of conversation are samples of how networking "sounds." Discuss the purpose implicit in each sample and how it is an attempt to make a personal connection to carry out the purpose.

(a) "May I speak to Mr. Jones, please? I am calling at the suggestion of Susan Smith...."

(b) "Sandy, I have a job interview this week with a publishing company. But I have no idea what salary to ask for. Can you tell me the range for entry-level editors?"

(c) "We're looking for an accountant who has had three years of experience. Do you know anyone who fits the bill, before I place an ad in the newspaper?"

(d) "Susan, this is Audrey. I really enjoyed meeting you last week at the consultants' seminar. How about getting together for lunch next week?"

(e) "Ben, have you heard that there are no raises planned for the professional staff this year. Let's get together and talk about it. Maybe we can figure out something to do."

DEFINITION:

Once students have heard networking in action, present the following definition and characteristics of networking: "Networking is connecting with others to gather information about all types of career-related issues. It is a process of developing and using

contacts for information, advice, and support as you pursue a career. It is a way of linking people you know to other people they know in an effort to communicate or obtain valuable information. Networking is a two-way process which involves both give and take whether it is information, ideas, or leads on jobs, etc."

Ask students to relate each of the conversation samples to this definition. How is each sample an example of networking?

EXERCISE #1 -- Brainstorming Networking Opportunities

Explain that there are many reasons to network -- to make job contacts, to gain information, to get feedback on ideas, to gain visibility, to get moral support, and to become part of a group.

Ask each person to think of one personal situation involving a goal that would be easier to achieve by networking. Have them write down their situations and share them with the rest of the group. Three examples are:

(a) Looking for a summer job in the communications industry

(b) Getting ideas of how and where to get an article published

(c) Finding an internship

Write the list on the board and discuss the value of networking in successfully carrying out each goal.

EXERCISE #2 -- Finding Network Directions

Present the concept that there are both <u>formal</u> and <u>informal</u> networking directions. Formal networks are built around organizations such as professional associations and women's groups. Informal networks are built within lunch rooms and on the tennis court.

Put the words "Formal" and "Informal" on the board or on a flip chart. Ask group members to suggest specific formal and informal network groups they might utilize. Here are some examples to start the chart:

| <u>FORMAL</u> | <u>INFORMAL</u> |
|---|---|
| American Management Association | coffee room group |
| National Organization for Women | company bowling team |
| Berkshire Conference of Women Historians | bar companions |

EXERCISE #3 -- Developing Your Own Contacts

Most good networks and good sources of information start with the people one already knows -- parents, teachers, relatives, neighbors, friends, and church or club members. Present the following hypothetical situation to help students recognize their own potential networking contacts:

> You have just written a paper for a class entitled "Female Stockbrokers: Why They Are Making More Money Than Some Men." Your professor tells you the paper is so good it could probably be published. You want to develop a network to help you get the article published.

Have students work in pairs to write down networking ideas they could use to accomplish their goal. Suggest that they start their list with people they already know who could help them or direct them to other useful people. Then they should add new people or groups they could locate by doing outreach. They should also make a list of steps they might take to accomplish getting the article published. Have the partners report back on their plans to the whole group.

EXERCISE #4 -- Role-Playing Networking Techniques

Explain that networking takes direct, assertive behavior. To be good at it, you must feel confident and not be afraid to ask for what you want.

Ask two students to role-play the following networking situation:

> You have just heard a guest lecturer at school talk about career opportunities for psychology majors. You think she might be able to help you with some leads for career-related summer jobs.

Have the students take the roles of the student and professor. Give them 10 minutes to plan out their conversation. Remind them that in order to be successful they must know what they want and what they are asking for.

Following the role-play, discuss the probable success of the conversation in carrying out its goal and how the network techniques could have been improved. In particular, discuss whether the student player was assertive, aggressive, or passive.

EXERCISE #5 -- Outreach Networking

Have students ask one of their professors to give them the name of one person they might call for information about the career field they are interested in pursuing. They should then call the person, ask several questions, and obtain the names of at least two other people they might call for additional information.

## MODULE 6 - MENTORING

FOCUS:

Early on, when seeking upward mobility within a particular career field, it is useful to find a "mentor." A mentor is a more experienced worker already on the move within a company or business. A mentor can open doors for a novice worker by teaching, inspiring, providing useful information, supporting, and actually making things happen for the younger protegee. Mentoring relationships do not just happen. Finding a mentor takes assertive action and specific planning in order to: (1) determine how a mentor could be useful; and (2) identify and seek out possible mentors.

The following activities will involve:

(1) Defining mentoring

(2) Brainstorming reasons for mentoring

(3) Choosing an effective mentor to meet one's objectives

(4) Completing an outreach mentoring assignment

INTRODUCTION:

Discuss with students the problems of being a beginner in anything and particularly on a new job. Point out that a new worker can benefit from someone more experienced in the field. This "mentor" can provide access to information, resources, and people that the beginner would probably not be able to obtain.

Ask students to think about a time in their lives in which they may already have experienced a mentoring relationship -- e.g., with a teacher, older student, co-worker, etc. Ask volunteers to share information about their previous mentoring experiences. Have them discuss particularly how they located the mentor, how the relationship worked, and what positive results the mentoring relationship had in their lives.

DEFINITIONS:

Once students have recognized and discussed their own mentoring experiences, present the original and contemporary meanings of "mentoring."

The term "mentor" has its origins in Greek mythology. Before Odysseus set out for Troy, he entrusted the care of his house and the direction of his son's education to his friend Mentor. Thus, a mentor came to mean a faithful counselor.

In 1980's career terminology, a mentor is a person chosen to help strengthen and advance one's career by providing counseling in the form of information and contacts that might be otherwise unavailable to a new worker.

EXERCISE #1 -- Brainstorming Reasons for Mentoring

Their earlier discussion will have helped students surface some of the values of mentoring. Now point out that the first step in finding a mentor is determining some specific job objectives you hope to carry out more successfully with the aid of the mentor. Have students brainstorm specific reasons for wanting a mentor to help them do a better job or advance within an organization. Here are some examples you might cite to get them started.

(a) "I want a mentor to teach me the 'ropes' of how to be an effective manager." (advanced job skills)

(b) "I want a mentor to help me learn who has the power in the company." (office politics)

(c) "I want a mentor to provide me with honest feedback on how I'm doing on the job." (evaluation)

EXERCISE #2 -- Choosing an Effective Mentor

Point out that once you know why you need a mentor, you can begin looking for the right person to help you meet your objectives. Explain to students that there are different types of mentors -- each providing a different type of assistance. In order for a mentoring relationship to work not only must the "chemistry" be right but the purpose must be right as well.

Read the following four scenarios aloud or type them out for students to read on their own. Ask students to decide which of the mentor choices they think would be the most comfortable and advantageous one for them (as the hypothetical "you") to cultivate. Point out that there are no right answers; each choice contains implicit advantages and risks. As students make their choices, have them think about:

a. what type of assistance might the mentor provide

b. what risks might be involved in the relationship

c. how the potential risks could be minimized

d. what could be gained from the relationship

(1) Jane has been with your new company for five years. Last year she became a manager because of her ability to motivate people to get things done. Everybody seems to love working with

Jane. You were just hired by the company to fill a management position similar to Jane's. Jane meets you during your first week on the job and begins filling you in on the "dos" and "don'ts" of the job.

(2) You've been on the job for a year when you are invited to a company cocktail party. At the party, you meet George Stevens, a former vice president who retired six months ago after 25 years with the firm. George likes you and spends the evening giving you more in depth information about the company than you have previously known. He knows a great deal about the company politics and is willing to share his knowledge with you.

(3) At your first professional conference in your field you meet Susan. She is 10 years older than you and has the same position as you do, but with a different company. She knows a lot about your field and can give you some excellent contacts. As an outsider, she's also able to give you a different perspective about what is going on in your company.

(4) Jack is your boss' boss. Your report to Jack indirectly through your boss Mary. However, you often see Jack around the office and at the company cafeteria. He's also on your bowling team. You begin talking business with him and realize you have many common interests and goals. Jack seems interested in your career growth and offers to meet with you once a week to discuss the project you're currently working on.

Once students have indicated their choices, discuss their responses to the four issues they were asked to consider above. These issues will help them surface the pros and cons of each mentor choice.

EXERCISE #3 -- Outreach Mentoring

Ask students to find and interview a successful person who has had or still has a mentor. Have them discuss the following questions with their interviewees:

(1) How did you find or choose your mentor?

(2) How did (does) your mentor help you?

(3) What types of information did (does) your mentor provide that you could not find out as easily by yourself?

(4) What did (do) you provide for your mentor in return?

## MODULE 7 - TIME MANAGEMENT

FOCUS

In order to cope with all of the demands on our lives it is essential that we learn how to manage our time effectively. Learning to manage time well in college can be the first step in becoming able to balance both a career and personal life once out of college. One of the most important steps is to learn how to break free from the time wasters. We can make this break and make the most of each day by analyzing our personal use of time, concentrating on our goals, and adopting some valuable time management techniques.

The following activities will involve:

(1) Recognizing external and internal time wasters

(2) Matching time with values on personal graphs

(3) Testing one's understanding of good time management techniques

(4) Keeping and analyzing a daily time log

(5) Setting up a time management panel discussion

(6) Completing a time management outreach assignment

INTRODUCTION:

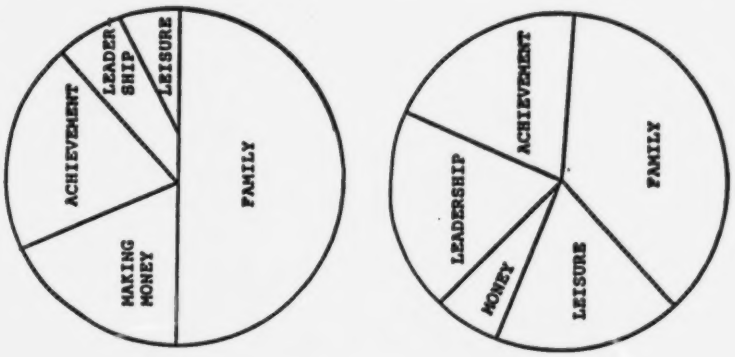
Point out to students that in order to control time more efficiently, they have to begin to eliminate both external and internal time wasters. External time wasters are interruptions -- phone calls, unexpected visits from friends, etc. Internal time wasters include procrastination, personal disorganization, daydreaming, and the inability to say "no" even when you really want to. Ask students to name some examples of their own external and internal time wasters. Then discuss ways to control both kinds. Ask which kind are the hardest to control and why. Then point out that the following activities will help them learn how to gain greater control over their use of time.

EXERCISE #1 -- How Ideal is Your Use of Time?

Explain that good time management begins with recognizing your own priorities and organizing your time based on these priorities. Have students study the following list of values and circle their top five at this time in their lives. Students can add other values to the list if they wish.

| | | |
|---|---|---|
| family | personal/professional development | achievement |
| leadership | personal recognition | leisure |
| religion | making or having money | security |
| privacy | self expression | companionship |

Next, have them draw two large blank circles on a sheet of paper. Ask them to use the first circle to develop a pie graph that illustrates, comparatively, how much time they presently devote to each of their five priority values. On the left below is a sample pie graph for current time devoted to five values:




Now ask them to divide the other circle into five sections that will illustrate how they would ideally like to be assigning their time to their five top values. The pie graph on the right above illustrates a view of ideal use of time.

Have students work in pairs to compare their two graphs. Suggest that they discuss with their partner ways they could make their present use of time better match their ideals.

EXERCISE #2 -- A Time Management Quiz

The following true/false quiz is based on some principles of good time management. Read the statements aloud or type them for students to read on their own. Ideally, all of the answers should be "true." Once students have taken the self-quiz, use the statements and the student responses as the basis for a group discussion on effective time management skills.

___1. I have a clearly defined set of career and personal goals.

___2. I have a clear idea of what I want to accomplish in school this week.

___3. I know what time of day I do my best work.

___4. I always set deadlines for doing my work.

___5. I use "waiting time" (doctors' offices, commuting, standing in lines) productively.

___6. I do my most important tasks first every day before I do the less important ones.

___7. I am able to say "no" when I want to, even to friends.

___8. I try to put my work out of my mind when I'm away from it.

___9. I set aside at least one day a week for me -- to relax or have fun.

___10. I have conquered procrastination; I do things now!

EXERCISE #3 -- Keeping a Daily Time Log

Keeping a log of how they use their time daily can help students understand the patterns and trends of their own time management. It can also help them recognize the time wasters that affect their ability to manage time effectively. You might suggest that students maintain their logs for 2-3 days to get a more accurate picture of their time patterns.

Hand out copies of a chart such as the one below. The chart divides the day into half-hour periods. Ask students to put the chart on a clipboard and to carry it with them throughout the day. They should record activities on the chart as they are done, not at the end of the day. They should also record any interrupters. Here is a sample:

| Time | Activities | Interrupters |
|---|---|---|
| 7:00 | Got up - showered - ate breakfast | |
| 7:30 | dressed | misplaced shoe |
| 8:00 | rode bus to school | phone rang as leaving |
| 8:30 | | |
| 9:00 | | |
| 9:30 | | |
| 10:00 | | |
| 10:30 | | |
| 11:00 | | |

When they have completed their time logs, students should ask themselves the following questions and summarize their answers in a brief paragraph:

(1) What went right/wrong today? Why?

(2) What were the most and least productive periods of the day? Why?

(3) What accounted for the most interruptions?

(4) How could the interruptions be controlled or eliminated?

(5) What were the three biggest time wasters? How could they be reduced?

(6) How much of the day was spent on top priority activities?

(7) What unnecessary things did I do today?

(8) What important activity did I not get accomplished? Why?

EXERCISE #4 -- Holding a Panel on "The Delicate Balance"

Balancing a career and a personal life is a time management issue that most women in the 1980's will face. More and more women are working -- including those with preschool children. Balancing a career and a personal life is a delicate situation that requires assertive use of time management techniques.

One good way to learn these techniques and how they are applied is to set up a panel of career women whose lives seem compatible with the students' aspirations. Ask students to come up with a list of questions that they would like to ask the panelists. Some suggested questions might include the following:

(1) What are their goals?

(2) How do they make time for their families/personal lives?

(3) How do they divide their time between work and home?

(4) What are some of the difficulties in achieving a balance and what are some solutions to these problems?

(5) How do they make time for themselves?

(6) If they have children, what does the concept of "quality time" mean to them? How do they apply it?

(7) Do they use any special time management techniques to make it all work?

Alternative: If a panel is not feasible, ask students to create a survey based on the questions above and to interview three women of their choice. Have students report their results back to the group.

EXERCISE #5 -- Outreach Assignment in Time Management

There have been numerous articles written on how women manage both a career and a personal life or family. The articles have appeared in such magazines as Working Women, Savvy, Working Mother, and Ms. Have students develop a short bibliography of appropriate articles, then read at least two articles and write brief summaries of their major points.

## MODULE 8 - MAKING YOUR WOMEN'S STUDIES DEGREE WORK FOR YOU, NOT AGAINST YOU

FOCUS:

Graduates report many ways that their Women's Studies background has helped them in both their personal and professional lives. In addition to such academic skills as reading, writing, and thinking critically, Women's Studies often provides experience in facilitating groups and working in teams. The program itself may also provide a basis for support and comradery with a group of women who have similar values and goals. As a result of their experiences in the program, many women report increased self-confidence and assertiveness and a stronger drive to pursue their personal and career goals.

On the other hand, several women report that they have hidden their Women's Studies background from potential employers for fear of being labeled a "feminist" and missing out on a job.

The activities in this module will help students analyze their purposes for specializing in Women's Studies and evaluate the usefulness of their specialization in the job market.

The following activities will involve:

(1) Rating the value of a Women's Studies degree

(2) Recognizing positive career effects of a Women's Studies degree

(3) Confronting negative opinions concerning a Women's Studies degree

(4) Setting up a role-model panel

(5) Completing an outreach assignment

INTRODUCTION:

Ask students to think about some of their own reasons for choosing Women's Studies. To help them surface their reasons, present the following statements. Ask students to rate how strongly they agree with each statement by giving the statement a rating of 1-5 (5 highest).

____ (1) I think my Women's Studies background has helped me to learn how to seek out and analyze information and ideas from a variety of perspectives and sources.

____ (2) I think my Women's Studies background has given me a framework for analysis which I can apply in both my personal and professional life.

____ (3) I think my Women's Studies background has helped me develop clearer personal and professional goals.

____ (4) I think my Women's Studies background has given me greater self-confidence.

____ (5) I think my Women's Studies background will help me in my personal life.

____ (6) I think my Women's Studies background will help me get a job after graduation.

____ (7) I think my Women's Studies background will help me do my job better.

Ask volunteers to report their ratings and explain the reasons behind them.

EXERCISE #1 -- Recognizing Positive Effects on the Job

Point out that many former Women's Studies graduates have reported that their concentration in this area has positively affected their ability to get jobs and to increase their job responsibilities. You might want to list some of the reasons below on the board to help direct group discussion.

(a) An editor says she became more aware of using gender-free language in books.

(b) A manager says she learned how to be more assertive in supervising staff members.

(c) A TV producer says she became better able to formulate non-sexist questions for her talk show.

(d) A social worker says she was better able to formulate a network of contacts to help her get her job.

Ask students to list 4-5 specific ways they think their Women's Studies background could help them in their own career development. Then have them use their lists for a group discussion on the positive effects of having a Women's Studies concentration.

EXERCISE #2 -- Confronting Negative Opinions in a Positive Way

Continue the discussion you started above by pointing out that while some employers hire Women's Studies graduates because of their background, others may be apprehensive about having a Women's Studies graduate in their organization. Ask students to imagine three or four statements an employer might voice or think that indicate the employer's negative feelings about hiring Women's Studies graduates. List these statements on the board. Then have the group formulate positive responses to each negative statement. Point out that the responses can be effective ones to use in a job interview, even if the employer's statements are never actually spoken. Here is an example:

Employer: What did you learn in those Women's Studies courses? How to be a rabblerouser?

Response: Most of what I learned will help me do my job better. I learned how to express myself better in front of groups; how to be more confident in my abilities; how to set and meet goals; and how to be more analytical.

EXERCISE #3 -- Holding a Panel on "How Women's Studies Has Influenced My Life"

Another advantage of a Women's Studies degree is that it may help women to develop a network of people with similar interests and goals. Students can support each other's personal and professional goals. Recent graduates, now on the move in the career world, can serve as important contacts and role-models for new graduates.

Select three former Women's Studies students and ask them to serve on a panel in which they address the following issues:

(a) What effects has their Women's Studies degree had on their personal and professional lives?

(b) Has their Women's Studies background had a generally positive or negative influence on their job?

(c) What has usually been the response of employers toward their Women's Studies background?

(d) What are some reasons they would cite for getting a Women's Studies degree?

Students may also want to ask these former Women's Studies students some of the questions that were suggested for the earlier Time Management/Career Goals panel.

EXERCISE #4 -- Outreach: Testing the Value of Women's Studies in the "Real World"

Have students set up an appointment with a member of the personnel staff of a large organization. They should:

(1) be prepared to succintly describe what Women's Studies is;

(2) ask the interviewee if a Women's Studies background would be useful for getting or advancing on a job within the organization;

(3) try to convince the interviewee of the assets of being a Women's Studies major and observe the person's reactions to their arguments.

Once their interviews have been completed, students should report their findings back to the group.

This assignment can produce several good results. It can be a good public relations device for the Women's Studies program. In addition, it will help expose students to employers' points of view and provide them with new contacts for their own job-seeking network.

## MODULE 9 - POLITICS AND POWER

FOCUS:

One of the great myths women (and men) have grown up believing is that hard work guarantees success. The truth may be very different; the people who get ahead the fastest in the work world are not necessarily the smartest people or the hardest workers. The fastest movers are often those with the most political savvy and the greatest ability to garner power for themselves within the working environment. Some people feel they are not politically-oriented and do not wish to become so. That is a mistake many soon regret. The ability to play the political game is not something one is born with; it can be learned. And learning the rules of this game well is one of the ways to guarantee professional advancement.

The following activities will involve:

(1) Recognizing the positive nature of power and politics

(2) Brainstorming about power

(3) Using politics on the job

INTRODUCTION:

Point out to students that the words "politics" and "power" often have negative connotations (e.g. power-hungry, power play, dirty politics, etc.). Ask students to speculate on some ways that politics and power can be used positively to get things done. For example, a college administratior may have to do some political maneuvering in order to obtain a grant to establish a new women's center on campus. Or a women executive may have to wield her power in order to push for the hiring of more women in management positions within an organization. Ask students to suggest other positive uses for politics and power.

EXERCISE #1 -- Brainstorming About Power

Divide students into small groups to discuss specific ways to gain or increase power. Use the University (or a school group, such as a Women's Center) as the basis for this discussion. Ask students to brainstorm and write out answers to the following questions:

(1) Who has power at the University (or in the Women's Center)?

(2) Is their possession of power generally a result of their positions or their personalities, or both?

(3) How have these people established and increased their power base?

(4) How can they increase their power base?

Bring the groups back together to read and discuss their answers.

EXERCISE #2 -- Using Politics on the Job

Point out that non-political people often do not succeed on the job as well as political people do. To make this point clear, present the following scenario that involves Mary, a non-political worker. Then ask students to suggest some practical political maneuvers Mary could adopt in order to more readily achieve her goals.

> Mary has been the Affirmative Action Officer at SS&C, Inc. for the past three years. She supervises five workers -- two assistants, the secretary, and two clerical aides. Mary is an excellent, hard worker. She is in her office 9-10 hours a day and rarely takes a lunch hour. Instead, she usually eats at her desk. After work, she usually rushes to catch a train and seldom socializes with any of her colleagues. Several times, she has been asked to join executive committees, but has declined because she has felt the time spent on the committees would take away from the qualify of her work.
>
> Mary's staff likes her but are disappointed that she does not seem to have the power to achieve any significant advances

for the office. For example, Mary has been trying unsuccessfully for two years to obtain a computer for her office. Recently, her friend John in Public Relations got a computer company to donate a machine for his free usage for the next six months. Mary has grumbled about this aloud in the hallways to several of her friends in the company.

Mary has just devised a unique system of employee evaluation for the company that could save thousands of dollars after a significant initial investment is made. Mary is having difficulty convincing top-level executives to make the initial investment.

Ask students why they think Mary is having so much trouble getting things done on the job. Also have them suggest ways Mary can play the political game in order to get her plan adopted and ways she can enlarge her power base within the company should her plan actually be adopted. As part of the discussion, ask students if they think Mary really should play the game. Why or why not?

## MODULE 10 - THE JOB GAME

FOCUS:

The business community is a unique world with its own set of personal and professional rules, its own language patterns, its own dress code. While not every student will choose to work in a business environment, those who do should know what to expect and how to prepare themselves, as workers and as women, for this new world.

This module will provide students with a mechanism for learning about the "rules" of the corporate "game."

The following activities will involve:

(1) Comparing the rules of behavior in the college and business worlds

(2) Analyzing a "job game" questionnaire

(3) Conducting a panel to find answers to the questionnaire

(4) Researching additional answers to the questionnaire

INTRODUCTION:

Discuss some of the implicit rules of behavior, dress, and speech that students need to learn and live by to get ahead in college. Then ask the students how they think the rules may change when a college student, and particularly a woman, moves on into a business environment. Suggest that there are some ways they can find out more about

these new rules. This is what the two exercises in this module are designed to help them accomplish.

Direct the discussion to point out the usefulness of developing a questionnaire to help discover business world rules. Hand out copies of the sample questionnaire below. Have students look over the questions to see how many they think they can answer now. Then ask them how they could find out more about the answers. Students will probably suggest two methods: (1) interviewing working people; (2) researching books and articles. Explain that they will be utilizing one or both of these methods in the exercises below.

THE JOB GAME: A QUESTIONNAIRE

Knowing the answers to the following questions will give you some important insights on how to succeed as a woman in the business world. You might want to use interviews and library research to help discover the answers.

1. How important is it to socialize with colleagues after work? Are there any special rules for women?

2. How important for success is what you wear to work? What are the "right" clothes for different businesses?

3. What are some of the main differences between working for profit-making and non-profit organizations?

4. Which profit-making organizations are the most structured and have the most implicit rules to live by?

5. What are the usual hours in different businesses? How important is it to come to work early and leave late?

6. Is doing a terrific job enough to get ahead? How else can you gain the notice and respect of superiors?

7. What is the best way to negotiate a raise?

8. What are some ways that women can and do help each other get ahead?

9. What are some of the hidden ways that women are discriminated against in business? How can these be combated?

Suggest that students use one or both of the following exercises to explore answers to the questionnaire issues.

EXERCISE #1 -- Setting Up a Business Women's Panel

Work with the students to find 3-4 business women who would be willing to take part in a panel discussion. Give panel members copies

of the questionnaire several days before the panel is scheduled to be held. Use the panel discussion and a question-and-answer session following it to help students find the answers to the questionnaire.

EXERCISE #2 -- Researching More Answers

Hand out copies of the bibliography included with this training program. Ask students to read some of the books and articles included in the bibliography to research answers for the questionnaire. The following books may be of particular interest for the students:

1. Games Mother Never Taught You, by Betty Lehan Harragan
2. Power: How to Get It, How to Use It, by Michael Korda
3. The Managerial Woman, by Margaret Hennig and Anne Jardin
4. Office Politics/Seizing Power/Wielding Clout, by Marilyn Moats Kennedy

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THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Junior Year at Douglass · Program in Women's Studies
Douglass College · New Brunswick · New Jersey 08903
201/932-9197

APPLICATION FORM

1987-88 Academic Year

Return to: Voorhees Chapel, Douglass College, New Brunswick, N.J. 08903

_____ _____ _____
Last Name First Middle

College Address _____
Street City

_____ Telephone _____ _____
State/Zip Code Area Code Number

Permanent legal address _____
Street City

_____ Telephone _____ _____
State/Zip Code Area Code Number

Check preferred mailing address _____Home _____College

Social Security #_____ _____ _____Date of Birth_____Sex_____

Ethnicity (Optional)_____American Indian_____Asian or Pacific Islander

_____Black_____Puerto Rican_____Other Latin American

_____White_____Other

If you are neither a U.S. citizen nor a U.S. permanent resident, are you on a temporary visa?_____. If yes, please see information sheet.

Current Institution_____Address_____

Dates Attended_____Number of Credits Obtained to Date_____

Number of Credits expected by June, 1987_____Major Field_____

Minor Field_____Cumulative Grade Point Average_____

on a scale in which_____is the highest grade.

Number of Credits Needed to Graduate_____

Other Institutions attended_____Address_____

Dates_____Number of Credits_____

Cumulative Grade Point Average_____on a scale in which_____is the highest grade.

A project of the Women's Studies Program of the Faculty of Arts and Sciences and of Douglass College.
Supported by a grant from the Fund for the Improvement of Postsecondary Education.

Provide names and addresses of two persons submitting recommendations. Please see instruction sheet.

_____

_____

List any academic honors or awards you have received.

_____

TRANSCRIPT -- Please attach a copy, for evaluation purposes, of your college transcript. If you are accepted to the program, we will ask for an official transcript from each college attended.

Indicate what other courses you would like or need to take in addition to Women's Studies courses.

_____

_____

Are you currently receiving any form of financial aid?_____If so, what type?

_____.Please also indicate how you plan to finance

your year at Douglass._____

On a separate page, please write a statement of 300-500 words explaining your interest in the program and explain how the program will benefit your academic and personal objectives. Discuss any relevant work experience as well as your educational background. If you wish, you can discuss your area of interest for a research project or internship placement.

Please indicate how you heard about the Junior Year at Douglass Program_____

_____

I hereby testify that all the information submitted is accurate and correct.

Date Submitted_____Signature_____

Revised 12/86

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Junior Year at Douglass • Program in Women's Studies
Douglass College • New Brunswick • New Jersey 08903
201/932-9197

## INFORMATION AND APPLICATION INSTRUCTIONS

### DOUGLASS COLLEGE IS THE PLACE FOR YOU TO SPEND YOUR JUNIOR YEAR

Douglass is the largest women's college in the country and is part of a major co-educational state university. It is the center for Women's Studies at Rutgers-New Brunswick. Because Douglass is a small college within a larger University setting, there is a broad range of courses and resources from which to choose. The College strives to maintain a multi-racial and multi-ethnic character fostering integration of all students and yet recognizing the need for diversity.

The mission of Douglass is to serve women. The supportive atmosphere you will discover will help you to develop both personally and professionally. College life includes an extensive program of activities encouraging women to reach their full potential, with special emphasis placed on the development of leadership skills and high self-esteem.

Whatever your interests, the New Brunswick campus offers over seventy clubs and organizations, many of which are located at Douglass. There are also two theaters in New Brunswick -- The George Street Playhouse and the Crossroads Theatre -- as well as theater presentations, concerts and recitals on campus. New York, Philadelphia, and even Washington, D.C. are accessible by public transportation so you will reap the educational and cultural benefits of those cities.

Some of the resources Douglass has to offer are: The Blanche, Edith, and Irving Laurie New Jersey Chair in Women's Studies; The Institiute for Research on Women; The Center for the American Woman and Politics; The Consortium for Educational Equity; The Douglass Advisory Services for Women; The Public Leadership Education Network, The Mabel Smith Douglass Library; and numerous student groups.

### DESCRIPTION OF THE PROGRAM

Douglass College, in conjuction with the Women's Studies Program of the Faculty of Arts and Sciences at Rutgers-New Brunswick, offers a Junior Year at Douglass Program, focusing on Women's Studies. The program allows you to spend one year at Douglass pursuing your studies in a traditional discipline while adding a Women's Studies perspective or supplementing the Women's Studies offerings of your institution by concentrating on our extensive curriculum offerings in Women's Studies. If you are interested in studying women's lives from an interdisciplinary approach, want an active involvement in women's issues, and are thinking about your future career, the program is for you whether or not you have already taken Women's Studies courses.

During your year at Douglass, you will be able to take a full course load each semester. You can enroll in interdisciplinary courses in the Women's Studies program, upper level courses in other disciplines which offer a Women's Studies perspective and courses you may need to meet the major or minor requirements for your degree program. Your program will be specifically designed to meet your interests and needs.

A project of the Women's Studies Program of the Faculty of Arts and Sciences and of Douglass College.
Supported by a grant from the Fund for the Improvement of Postsecondary Education.

In addition to classes, you will undertake either a credit-bearing research project with a Women's Studies scholar or serve as an intern on campus or in the New Brunswick, New York or Philadelphia area. In this way, you can explore an issue concerning women through further study or through active involvement in an organization dedicated to women's concerns.

The Junior Year at Douglass Program in Women's Studies will also assist you in planning for your future. You will be able to participate in career planning workshops for liberal arts students with Women's Studies backgrounds. We have available for you and for your home institution booklets on career options in the social sciences, in communications, and in math and science. During winter or spring break you will also be eligible to participate in our extern program sponsored by the Associate Alumnae of Douglass College. This program will give you the opportunity to work first hand in a field you are contemplating entering after graduation.

## WOMEN'S STUDIES CERTIFICATE

During your junior year at Douglass, you can earn a Women's Studies Certificate by completing at least 19 credits in certain courses, specifically Women, Culture and Society or Women in American Culture, Theory of Women's Studies, three courses either in related disciplines or in the Women's Studies Program, and a seminar or a special topics course. The certificate is equivalent to a minor concentration in the field. Credits in Women's Studies already taken at your home institution may be counted towards the certificate, upon approval of the program. You will need to provide us with course descriptions to determine if the courses are equivalent to those offered at Rutgers.

## COURSES

Courses are offered through the Women's Studies Program and other disciplines, usually in the arts, the humanities, the social sciences, language studies, and literary studies. Courses change by semester but a large number are always available.

In addition to seminars and special topics courses, the following is a selection of some of our offerings: Women, Culture, and Society; Women in American Culture; Dynamics of Race, Sex and Class; Theory of Women's Studies; Women and the Law; Social Issues About Women in Science; The Black Woman; Women in Anthropological Perspective; Women and Art; Women and the Economy; Fiction by Women; Male and Female in American Literature; Black Women Writers; 20th Century French Women Writers; Comparative Roles of Women in History; Male and Female in American History; Working Women in American Society; Women and American Politics; Women and Public Policy; The Latin American Woman; Women in Eastern and Western Religions; Sociology of Women; Third-World Women; The Woman in Judaism; Sociology of Gender; Sexuality and Society; Topics in Hispanic Literature and Culture; Psychology of Women; Women in Film; The Changing Image of Women in German Literature; Women in Italian Literature and Society; Women on the Fringe, Women Artists, Women and Political Development; and Women and Health. A wide range of other upper level undergraduate courses can be taken, with the permission of the instructor. We also offer two graduate level interdisciplinary courses in Women's Studies, Comparative Studies of Women and Social Change and Theories of Female Creativity which can be taken, again with the permission of the instructor.

FACULTY AND RESEARCH AT RUTGERS

You will have a wide range of topics to choose from for a research project. The Women's Studies Program at Rutgers-New Brunswick, the largest interdisciplinary program in the Faculty of Arts and Sciences, includes seventy affiliated faculty members many of whom are internationally-known scholars. You will be able to design your own research project working with one of these individuals.

INTERNSHIPS

Credit-bearing internships have long been part of the Women's Studies Program for those who want a more active involvement in women's concerns. You can choose an internship on campus or off campus in the New Brunswick, New York or Philadelphia area. You can write, do research, undertake a survey, assist a department director, engage in public relations or any number of other activities while working on campus at a health center, with a researcher at the Center for the American Woman and Politics, with the Director of the Douglass Advisory Services for Women, on one of the student newspapers, at the Consortium for Educational Equity, with a staff person at the Associate Alumnae of Douglass College, or any other appropriate department or program. Off-campus placements can be as wide ranging, depending upon your interests.

HOUSING

On-campus housing will be reserved for all junior year participants. Applications for housing and meal plans will be sent to all individuals admitted to the program.

APPLICATION

To apply for the Junior Year Program at Douglass College, Rutgers University, complete the enclosed form. Send it and supporting materials to: Director, Junior Year at Douglass Program in Women's Studies, Voorhees Chapel, Douglass College, Rutgers University, New Brunswick, New Jersey 08903. All application forms should be post-marked not later than April 15, 1987.

LETTERS OF RECOMMENDATION

At least two letters of recommendation are required. You can either include them in your application packet (if they are in envelopes sealed by those writing the letters) or have them sent directly to the Director of the Junior Year Program by those writing the references.

VISA STATUS

If you are neither a citizen of the U.S. nor a U.S. permanent resident, please inform us and we will send additional instructions.

TRANSFER OF CREDIT

Douglass College of Rutgers University is accredited by the Middle States Association. If you are accepted to the program, you will need to provide us with a letter from your academic dean or other appropriate official indicating the credits you earn at Douglass will be transferred to your degree program. You will be sent a catalog so your advisor will have a description of all courses offered at Douglass.

COSTS FOR THE 1987-88 ACADEMIC YEAR

These are based upon figures for the 1986-87 academic year and are subject to change by the Board of Governors.

| | |
|---|---|
| Tuition (Full-Time) | |
| New Jersey Residents | $1,852.00 |
| Out-of-State Residents | 3,704.00 |
| Fees | 410.50 |
| Room | 1,640.50 |
| Board (19-meal plan) | 1,266.00 |
| Estimated Books | 364.00 |
| Estimated Personal (Out-of-State On-Campus) | 1,223.00 |
| (In-State On-Campus) | 1,175.00 |
| Total: New Jersey Residents | $6,708.00 |
| Out-of-State Residents | $8,608.00 |

SCHOLARSHIPS

There will also be some scholarship funds available to cover travel costs, tuition, books, or personal expenses. These will be awarded on a competitive basis, both need and merit being considered.

FINANCIAL AID

It is possible that you may be eligible for federal and/or state aid while attending the Junior Year at Douglass Program. To be considered, you must file a Financial Aid Form (New Jersey Financial Aid Form if you are a legal resident of New Jersey) before March 1, 1987. You should list Rutgers University-New Brunswick (CSS Code #2737) as one of the schools to which the College Scholarship Service should send your application. You will also need to submit a Financial Aid Transcript from each college attended regardless of whether or not you received aid. Each college should send the aid transcript to the Office of Financial Aid, Room 109, Records Hall, New Brunswick, NJ 08903.

THE STATE UNIVERSITY OF NEW JERSEY
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March 25, 1986

Dear Colleague:

I am writing to you about the Junior Year at Douglass program in Women's Studies to provide you with an update on the program's activities.

The Junior Year program, as you probably know, allows students from other colleges to spend a year, or a semester if a full academic year is not possible, at Douglass in an intensive study of women's lives. All of the resources we have here are available to the participants. They are able to attend lectures by leading scholars in the field, participate in various internship placements, including positions at the Center for the American Woman in Politics, meet with the holder of the Laurie New Jersey Chair in Women's Studies as well as attend classes in Women's Studies and live in student housing on the Douglass campus. I should point out that students can take courses outside of Women's Studies to meet any major or minor requirements of their home institutions.

The Junior Year program is now in its third year. We have had students attending from various types of institutions around the country. These include the University of Wisconsin at LaCrosse, the University of Massachusetts at Amherst, Bard College, LeMoyne College and Hamilton College, all in New York State, Southwestern University in Texas, and Appalachian State University and St. Andrew's Presbyterian College, both in North Carolina.

The career planning component is one of the reasons for the program's success. We have held a series of workshops for the participants and for other Women's Studies students in which we explore job survival skills and career options for students with Women's Studies backgrounds. We have also developed two Career Focus booklets, one in the Social Sciences and the other in Communications fields. The booklets are useful in understanding types of positions available, issues that women face in the world of work, and how a Women's Studies background can be beneficial in planning a career. This year, we are designing a third booklet which will focus on science and mathematics majors who have also taken Women's Studies courses.

The students who have attended have been very positive about their experiences here. As one student said, the program "has not only educated me about women's position in society, but also has given me more respect for my own and other women's

intellectual ability. The year has raised my expectations of what life has to offer." The program has just the right combination of scholarship, personal development, and career planning to make it a truly worthwhile experience for young women interested in Women's Studies.

I have enclosed a program brochure and a flyer which I hope you will either post or share with students who might be interested in the program. I would also be happy to talk to you further about the program should you have specific questions.

Sincerely,

Ellen F. Mappen

Ellen F. Mappen
Director

Encs.

# Why not plan something special for your Junior Year?

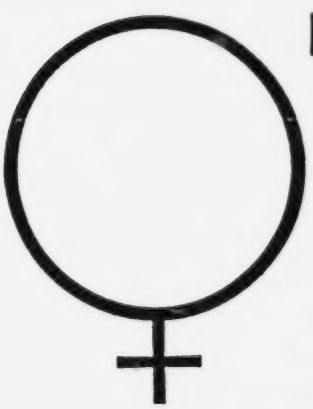
Think about spending a year at the largest women's college in the country where you can intensify your study of women's lives by:

- custom designing a program (with the help of the Director) which will enable you to utilize the resources and courses available at Douglass College
- participating in invaluable internship and externship programs which give you hands-on experience in your field of interest
- developing a research project and working with one of the 70 scholars at RU who is currently doing Women's Studies related research
- learning how your Women's Studies background can help your career by participating in the career planning workshops offered as part of the Junior Year at Douglass Program.

**********

Both Ms. and Glamour magazines have featured the Junior Year at Douglass Program in Women's Studies.

## CONSIDER



## DOUGLASS COLLEGE FOR YOUR JUNIOR YEAR

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
Campus at New Brunswick

For more information, please contact Dr. Ellen F. Mappen, Director, Junior Year at Douglass Program in Women's Studies at 201-932-9197 or write to her at Voorhees Chapel, Douglass College, Rutgers University, New Brunswick, New Jersey 08903.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Junior Year at Douglass • Program in Women's Studies
Douglass College • New Brunswick • New Jersey 08903
201/932-9197

Dear

I am now happy to admit you officially to the Junior Year at Douglass Program in Women's Studies. You are admitted to Douglass College as a nonmatriculated student for the 1986-87 academic year only. Admission to the program does not imply admission to a degree program at Douglass College or any other unit of Rutgers-The State University of New Jersey. As a nonmatriculated student, you are nevertheless subject to the rules and regulations of Douglass College and of the University. While attending Douglass College, your student number will be

The first day of classes for the fall semester is Tuesday, September 2, 1986. Before that time, you need to provide me with an official transcript showing your grades through the spring of 1986. Please have your Registrar's office forward a copy to me.

To assist you, I am enclosing a general information sheet which explains more about each of the other enclosures, many of which need to be filled out and returned to the appropriate offices as soon as possible. Please note that Junior Year students do not need to send in a deposit for on-campus housing. Please be sure to complete the back side of the housing agreement where you can list housing preferences.

In August, you will receive more information on registration as well as on orientation and health insurance. These materials will be sent to the home address on your Personal Data Form. If you do not receive any of these materials, please let me know.

Orientation weekend for new students is August 30 - September 1, 1986. I would suggest you plan to move into your dormitory room (which will be assigned at a later date) on the morning of August 30. You will be able to get your meal plan ticket at one of the dining halls.

After lunch, I have scheduled a meeting for all Junior Year students in the basement of Voorhees Chapel. In August, I will notify you of the exact meeting place and time. In this way, we



A project of the Women's Studies Program of the Faculty of Arts and Sciences and of Douglass College.
Supported by a grant from the Fund for the Improvement of Postsecondary Education.

can get to know each other and discuss other aspects of the program. During the academic year, we will meet on a regular basis, both individually and as a group with other Women's Studies students. When we get together on August 30, we can discuss this in more detail.

We will also meet on the first day of classes to discuss whether you want to make any changes in your fall schedule. This can be done on the second day of classes. We will set the meeting time for this when I see you on August 30. At this time, I am sending your course requests to the Registrar. If any changes need to be made in your registration before classes begin, I will let you know.

The updated figure for an out-of-state resident for the 1986-87 academic year is $8,608.00 (tuition - 3,704.00; fees - 410.50; room - 1,640.50; 19-meal plan - 1,266.00; estimated books - 364.00; estimated personal - 1,223.00). You will receive a term bill by the middle of July which is payable during the first week of August. Again, the bill will be sent to the address on your Registration Permanent Data Form. Please let me know if you do not receive a preprinted bill.

Please read the enclosed information carefully and let me, or my assistant Lucy Baruch, know if you have any questions. I suggest you bring the schedule of classes and the catalog with you to Douglass, though you should receive a revised schedule of classes in your Douglass Post Office box (DPO). I will send you your DPO number during the summer.

I want to say again how pleased I am you want to spend your junior year at Douglass. I look forward to seeing you on August 30.

Sincerely,

Ellen F. Mappen
Director

EFM/jh
Encs.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Junior Year at Douglass • Program in Women's Studies
Douglass College • New Brunswick • New Jersey 08903
201/932-9197

Dear Ms.

I am happy to inform you of your acceptance into the Junior Year at Douglass Program in Women's Studies for the 1986-87 academic year. I am pleased you want to spend your junior year at Douglass and know you will find it a rewarding experience.

Before I can send you an official letter of admission, you need to have the academic dean or other appropriate academic officer at your institution complete and sign the enclosed transfer of credit agreement. If there are any questions about this form or the courses you will take while at Douglass, I would be very happy to speak to your adviser or academic dean. I hope you can return this form to me in the next couple of weeks so that we can officially admit you to the program and begin your registration for next fall.

Under separate cover, I have sent you some materials which will help you and your adviser plan your program for next year. They include, the New Brunswick Undergraduate Catalog, 1985-1987; the Preliminary Schedule of Classes for Fall-Spring 1986-87 for the New Brunswick and Piscataway campuses; a form showing the courses you will need to take to meet the requirements for the Women's Studies Certificate; a list of cognate courses offered through disciplines other than Women's Studies which can be used to meet the requirements for the Women's Studies Certificate (please note that not all of these courses are offered each semester); a preliminary fall 1986 schedule of Women's Studies courses (those offered through the Women's Studies program as well as cognate courses); the Registration Permanent Data Form with a return envelope; a course grid so you can plan a tentative schedule for the fall; and a booklet describing Douglass College.

So I can preregister you for the fall semester, please send me, in the next couple of weeks if possible, a list of courses you want to take next year indicating which ones you want to take in the fall. You should use the course grid to insure that you do not have any schedule conflicts. The preliminary schedule of classes lists class meeting times. If you want to take a course offered on a different campus so you can take full advantage of the offerings here, you should not schedule back-to-back classes. Again, the schedule indicates the campus where classes will be held.



A project of the Women's Studies Program of the Faculty of Arts and Sciences and of Douglass College.
Supported by a grant from the Fund for the Improvement of Postsecondary Education.

Please note that you will be able to make any changes in your fall schedule on the second day of classes in September. If you want to discuss your schedule with me now, please feel free to call me. I am in my office most mornings. I would also like a number from you where I can reach you if there are any problems with your choice of courses.

In planning your schedule, there are several things to consider. First, since you have taken an introductory course in Women's Studies at your college, you might not have to take 988:215 or 230 at Douglass. Please send me a course description and a syllabus so I can determine if the course meets our requirements for the Women's Studies Certificate. You should also be prepared to take 988:301 and, most likely, 988:492 during the spring semester.

The program offers you the option of an internship placement or a research project (independent study). Whether you take one or the other can be discussed further either during the next few months or once you arrive on campus in the fall.

In addition to the transfer of credit agreement and your list of courses, please complete and return in the preaddressed envelope the Registration Permanent Data Form. This will allow us to assign you a student number and begin your registration process. More information on registration and billing procedures, along with information on housing and orientation, will be sent to you with your official letter of admission.

The first day of classes for the fall semester is September 2, 1986. You should, however, plan to arrive on campus on Saturday, August 31 for new student orientation. I will be available to meet with you then.

I look forward to hearing from you and working with you when you spend your junior year at Douglass College in Women's Studies.

Sincerely,

Ellen F. Mappen
Director

EFM/jh

AGENDA

MONDAY, SEPTEMBER 10, 1984

1. What Is the Junior Year at Douglass Program in Women's Studies?

   Introductory remarks by Ellen F. Mappen, Director, Junior Year at Douglass Program in Women's Studies.

2. What Is Women's Studies?

   Remarks by Joan N. Burstyn, Director, Women's Studies Program, Faculty of Arts and Sciences.

3. Women's Studies Graduates.

   A Survey of the Literature by Audrey Goodman, Director of Career Services, Fairleigh Dickinson University, Rutherford Campus.

4. Job Related Skills. Introducing a Career Development Training Manual. Risk-Taking (A Participatory Exercise). By Audrey Goodman.

AGENDA

THURSDAY, SEPTEMBER 13, 1984

1. Making Your Women's Studies Background Work for You by Audrey Goodman.

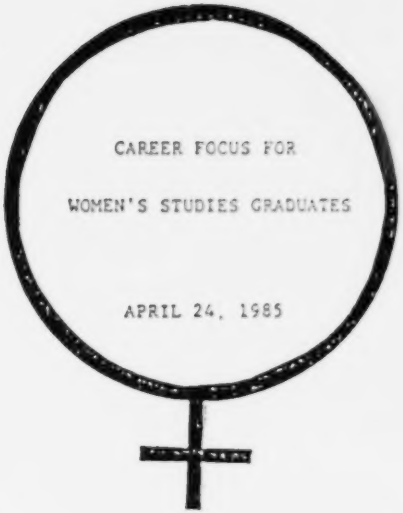
2. Presentation of Career Options Booklets by Audrey Goodman.

3. How Will All This Be Used? by Audrey Goodman and Claire A. Krucher, Director, Cook/Douglass Career Development and Placement Services.

The Junior Year at Douglass Program in Women's Studies allows students from other colleges to spend an academic year in one of America's leading interdisciplinary Women's Studies programs. The program is an exciting alternative junior year program for students who come from institutions which do not offer the wide range of courses in Women's Studies available at Douglass.

As part of the program, students participate in special career planning workshops for Women's Studies graduates. The results of these workshops will also be shared at the conference.

The Junior Year at Douglass Program in Women's Studies is supported by a grant from the Fund for the Improvement of Postsecondary Education.




A one-day conference at Douglass College
co-sponsored by the
Junior Year at Douglass Program in Women's Studi
and the
Office of Career Development and Placement Servi

RUTGERS

APPENDIX II F

CAREER FOCUS FOR WOMEN'S STUDIES GRADUATES

HOW YOUR WOMEN'S STUDIES STUDENTS CAN MAKE THEIR BACKGROUNDS WORK FOR THEM

-- A one-day conference at Douglass College for Career Placement and Planning professionals and Women's Studies advisers.

-- Come and learn about the career literature developed for the Junior Year at Douglass Program in Women's Studies. The materials, which include a manual on job survival skills, have wide applicability for your Women's Studies students as well as for your other liberal arts graduates.

-- The conference sponsors will focus on the career literature and share the results of a pilot project using the materials.

-- All participants will receive copies of the literature.

- Two career focus booklets for Women's Studies graduates (one for those with social science backgrounds and the other for those with communications backgrounds).
- A manual on job survival skills for Women's Studies graduates.



DATE: Wednesday, April 24, 1985

TIME: 9:30 a.m. to 3:30 p.m.

PLACE: Hillel Foundation, Douglass College Campus, New Brunswick, New Jersey

PROGRAM:

- Keynote Address
- An Introduction to Women's Studies and the Junior Year at Douglass Program
- An Overview of the Career Planning Component
- Lunch
- Results of the Pilot Project using the new career planning materials
- Workshops on Job Survival Skills
- Questions and Comments

COST: $15 for the day (includes coffee, a Kosher lunch, and the career literature)

REGISTRATION: By Mail Only. Please return the attached form with your check payable to Rutgers, The State University of New Jersey. Checks must be received by Wednesday, April 10, 1985.

DIRECTIONS: Douglass College is accessible from the New Jersey Turnpike, the Garden State Parkway, Route 1, and Route 287. You can also take public transportation to the New Brunswick Train Station and then take a taxi (Victory Cab or Yellow Cab Company) to Hillel. A map is enclosed. Parking is available at Hillel and the Labor Education Center (Lots 96A and B). A parking permit for on-campus parking will be enclosed with registration confirmation. Additional parking is available at Sears.

ANY QUESTIONS?: Please call Dr. Ellen F. Mappen Director of the Junior Year at Douglass Program in Women's Studies at (201) 932-9197.

REGISTRATION FORM

FOR

CAREER FOCUS FOR WOMEN'S STUDIES GRADUATES CONFERENCE

Return to: Dr. Ellen F. Mappen, Director
Junior Year at Douglass Program in Women's Studies
Voorhees Chapel Basement, Douglass College
New Brunswick, New Jersey 08903

Name_____ Position/Title_____

College_____ Department_____

Address_____

_____ Telephone (  )_____

☐ Check enclosed

Please provide the same information for other individuals at your institution who want to attend. This form can be xeroxed. Please enclose $15 for each participant. The check should be payable to Rutgers, The State University of New Jersey.

CAREER FOCUS FOR WOMEN'S STUDIES GRADUATES

A CONFERENCE CO-SPONSORED BY THE
JUNIOR YEAR AT DOUGLASS PROGRAM IN WOMEN'S STUDIES
AND THE
OFFICE OF CAREER DEVELOPMENT AND PLACEMENT SERVICES

A G E N D A

| | |
|---|---|
| 9:30a.m.-10:00a.m. | Registration and Coffee |
| 10:00a.m. | WELCOME TO DOUGLASS COLLEGE<br>Remarks by Mary S. Hartman, Dean, Douglass College |
| 10:15a.m. | KEYNOTE ADDRESS: WOMEN'S STUDIES AND THE CONTEMPORARY WORLD<br>Remarks by Michele I. Naples, Professor of Women's Studies and Economics at Rutgers University. |
| 10:30a.m. | AN INTRODUCTION TO WOMEN'S STUDIES AND THE JUNIOR YEAR PROGRAM<br>Remarks by Joan N. Burstyn, Director of Women's Studies, Rutgers-New Brunswick and Ellen F. Mappen, Director of the Junior Year at Douglass Program in Women's Studies. |
| 11:00a.m. | AN OVERVIEW OF THE CAREER PLANNING COMPONENT: THE PROBLEM AND THE SOLUTION<br>Remarks by Audrey Goodman, Director of Career Services, Fairleigh Dickinson University-Rutherford Campus and consultant to the Junior Year project. |
| 11:30a.m.-12:30p.m. | LUNCH |
| 12:30p.m.-1:30p.m. | A SURVEY OF THE PILOT PROJECT ON JOB SURVIVAL SKILLS AND CAREER FOCUS FOR WOMEN'S STUDIES GRADUATES<br>Remarks by Claire A. Krucher, Director, Douglass/Cook Office of Career Development and Placement Services. Students who participated in the pilot project this spring will also share their experiences with the audience. |
| 1:30p.m.-2:45p.m. | WORKSHOPS. We will break into small groups so the audience can participate in the different modules on job survival skills. The training manual on job survival skills will be distributed. |
| 2:45p.m.-3:30p.m. | QUESTIONS, COMMENTS AND EVALUATION. The audience will have an opportunity to discuss their reaction to the project and materials. The booklets on career focus for Women's Studies graduates will also be distributed and discussed. |

CONFERENCE REMINDER - PLEASE SHARE WITH YOUR COLLEAGUES

CAREER FOCUS FOR WOMEN'S STUDIES GRADUATES

April 24, 1985 - Douglass College

- This one-day conference is intended for Women's Studies faculty (advisers and program/department chairs) and career development personnel to learn about a new approach to career planning for Women's Studies graduates and other liberal arts students.
- The conference organizers will share the approach and the materials developed specially for the Junior Year program.
- The conference is co-sponsored by the Junior Year at Douglass Program in Women's Studies and the Office of Career Development and Placement Services.
- The cost for the day is $15 per person. This includes coffee, lunch, and the career materials (two booklets and a training manual on job survival skills.)
- You can register now by returning the bottom portion of this announcement along with your check for $15 payable to Rutgers, The State University of New Jersey. Please send checks by Wednesday, April 10, 1985. If you cannot, please call the office.
- Any questions? Please call Dr. Ellen F. Mappen, Director of the Junior Year at Douglass Program in Women's Studies at (201) 932-9197.

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REGISTRATION FORM

FOR

CAREER FOCUS FOR WOMEN'S STUDIES GRADUATES CONFERENCE

Return to: Dr. Ellen F. Mappen, Director
Junior Year at Douglass Program in Women's Studies
Voorhees Chapel Basement, Douglass College
New Brunswick, New Jersey 08903

Name_____ Position/Title_____

College_____ Department_____

Address_____

_____ Telephone (  )_____

☐ Check enclosed

Please provide the same information for other individuals at your institution who want to attend. This form can be xeroxed. Please enclose $15 for each participant. The check should be payable to Rutgers. The State University of New Jersey.

THE STATE UNIVERSITY OF NEW JERSEY
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Revised Schedule

Career Planning Workshops for Women's Studies Students

Fall 1985

1. Introduction -- September 10, 1985
2. Setting Goals/Risk Taking -- September 24, 1985 *
3. Power and Politics -- October 1, 1985
4. Mentoring/Networking -- October 8, 1985
5. Leadership/Assertiveness -- October 15, 1985
6. Career Project Reports -- October 22, 1985
7. Career Project Reports -- October 29, 1985
8. Making Your Women's Studies Background Work for You -- November 5, 1985

* No meeting on September 17.



A project of the Women's Studies Program of the Faculty of Arts and Sciences and of Douglass College.
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201/932-9197

LIST OF PARTICIPANTS

November 21, 1985

| | |
|---|---|
| Alice Garbarini | Woman's Day Magazine<br>(212) 710-6455 |
| Audrey Goodman | Career Services, Fairleigh Dickinson-Rutherford<br>(201) 460-5421 |
| Karen Howe | Women's Studies Program, Trenton State College<br>(609) 771-1855 |
| Claire Krucher | Career Development & Placement Services, Rutgers-New Brunswick<br>(201) 932-9338 |
| Ellen F. Mappen | Junior Year at Douglass Program in Women's Studies, Rutgers-New Brunswick<br>(201) 932-9197 |
| Patricia F. Montgomery | N.J. State Department of Education<br>(201) 225-4591 |
| Helaine Nelles | City Federal Savings Bank<br>(201) 885-6162 |
| Linda Rothman | Douglass Associate Alumnae<br>(201) 247-0700 |
| Patricia N. Sancho | Career Placement, Trenton State College<br>(609) 771-2402 |

Rev. 12/85



A project of the Women's Studies Program of the Faculty of Arts and Sciences and of Douglass College.
Supported by a grant from the Fund for the Improvement of Postsecondary Education.

# ATTENTION Women's Studies Students

You are invited to the first of a series
of CAREER PLANNING Workshops for Women's Studies students . . . .

## Making Your Women's Studies Background Work For You

WEDNESDAY , NOVEMBER 5, 1986
7:00 - 9:00 p.m.
Faculty/Staff Dining Room, College Center
Douglass College

This first session, **Making Your Women's Studies Background Work For You,** will look at how the skills you have developed as a Women's Studies student can be translated into a career. You will also **meet** some **Women's Studies graduates** who will talk about the effect of Women's Studies on their personal and professional lives. In the spring, we will offer sessions on Job Search Skills and Job Survival Skills for Women's Studies students.

To attend, please return the bottom portion of this page to: Women's Studies, Voorhees Chapel, Douglass by Friday, October 31. For more information, call Dr. Ellen F. Mappen at 932-9197.

**********

Women's Studies Career Night
Wednesday, November 5, 1986
Please return by October 31 to: Women's Studies, Voorhees Chapel, Douglass College

Name _____ P.O. # _____ College _____

Year _____ Women's Studies - Major _____, Minor _____, Certificate _____

If Minor or Certificate, what is your Major? _____

APPENDIX II I

**ATTENTION WOMEN'S STUDIES STUDENTS**

You are invited to the second of a series of

**CAREER PLANNING** Workshops for Women's Studies students. . . .

# W O M E N ' S  S T U D I E S  AND  C A R E E R  C H O I C E S

THURSDAY, FEBRUARY 19, 1987

7:00 - 9:00 p.m.

Faculty/Staff Dining Room, College Center

Douglass College

This session, **Women's Studies and Career Choices**, will focus on the process of choosing a career for students with a Women's Studies background. Whether you are a major, a minor, or working towards a certificate in Women's Studies or whether you are enrolled in just one or two courses in Women's Studies, this session will help you clarify your career goals and interests. The workshop will be led by Ms. Claire Krucher, Director of the Douglass/Cook Office of Career Development.

To attend, please return the bottom portion of this page to: Women's Studies, Voorhees Chapel, Douglass by Tuesday, February 17, 1987. For more information, please call Dr. Ellen F. Mappen at 932-9197.

Please note for your calendar that the third workshop in the series is now scheduled for Thursday, April 2. At the February 19 session, we will give you the opportunity to decide on the content of the April workshop.

**********

Women's Studies Career Night

Thursday, February 19, 1987

Please return by February 17, 1987 to: Women's Studies, Voorhees Chapel, Douglass

Name_____P. O. #_____College_____

Year_____Women's Studies-Major___, Minor____, Certificate____, Other___.

If Minor or Certificate or Other, what is your major?_____

Career Choice ( if settled upon)_____

ATTENTION WOMEN'S STUDIES STUDENTS

You are invited to the third of a series of

CAREER PLANNING Workshops for Women's Studies Students . . . .

JOB SURVIVAL SKILLS FOR WOMEN'S STUDIES STUDENTS

THURSDAY, APRIL 16, 1987

7:30 - 9:30 p.m.

Faculty/Staff Dining Room, College Center

Douglass College

This session, Job Survival Skills for Women's Studies Students, will focus on networking, time management, and "job game" skills. These skills were chosen as topics for this workshop by students at the February session. The workshop will be led by Ms. Claire Krucher, Director of the Douglass/Cook Office of Career Development.

To attend, please return the bottom portion of this page to: Women's Studies, Voorhees Chapel, Douglass Campus, by Tuesday, April 14, 1987. For more information, please call Dr. Ellen F. Mappen, 932-9197.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

Women's Studies Career Night

Thursday, April 16, 1987

Name _____ P.O. # _____ College _____

Year _____ Women's Studies: Major____, Minor____, Certificate____,

Other____. Phone #_____

If Minor or Certificate or Other, what is your major?_____

Career Choice (if settled upon)?_____

# Junior year brings new perspectives

by Ellen F. Mappen, Ph. D.

*From left, Sona Chambers, Bea Drysdale, Tracé Etienne.*

"Spending my junior year at Douglass," says Bea Drysdale of the University of Wisconsin at LaCrosse, "has not only educated me about women's position in society, but also has given me more respect for my own and other women's intellectual ability. The year has raised my expectations of what life has to offer."

Bea is just one of four women who enrolled at Douglass during the 1984-85 academic year as part of the newly created Junior Year at Douglass Program in Women's Studies. Bea, as did the others, came to Douglass because she was interested in Women's Studies and her school only offered a handful of courses in the field.

Sona Chambers of Appalachian State University in North Carolina echoed Bea's views. Sona said it "was great having the opportunity to take courses with and also speak to nationally known feminist scholars." She added that she "enjoyed having a support system of many women as concerned about improving the status of women in our society as I am."

The Junior Year at Douglass Program, according to Ellen F. Mappen, the program director, allows students from other colleges to spend a year at Douglass in intensive study of the lives of women in society. It fulfills a need for students who are at institutions that do not offer the range of courses available at Douglass. Mary S. Hartman, Dean of Douglass, and Joan N. Burstyn, Director of Women's Studies in New Brunswick, developed the idea for the program and in 1983 received a three-year grant from the Fund for the Improvement of Post-secondary Education of the United States Department of Education to implement it.

In addition to taking courses in Women's Studies, the students in the program have the option of engaging in research with a scholar in the field or undertaking a field placement. Bea chose to work at the Center for the American Woman in Politics and as part of her efforts there developed a time line of "firsts" for women in American politics; Tracé Etienne of Southwestern University in Texas spent the spring semester doing an in-depth study of women in the early modern family. In the fall, Sona will be working both at the Center and also on the Women Artists Series.

The program is unique not only because it provides an alternative to the usual junior year program for students interested in Women's Studies, but also because it combines academic work with career planning. During the spring term, the Junior Year students, along with regularly enrolled Women's Studies students, participated in a pilot project on job survival skills for Women's Studies graduates. This component encourages women students to think about their future lives while they are still in college and learn about mentoring, networks and leadership. According to Bea, this aspect of the program helped her to see herself as "a career woman," something she had not done previously.

The sessions were run by Claire Krucher '55, Director of the Douglass/Cook Office of Career Development and Placement Services, and focused on such skills as goal setting, risk taking, understanding power and politics in the workplace, and making a Women's Studies background work for you. The modules for this project, as well as two career focus booklets in communications and in the social sciences, were developed for the program by Audrey Goodman, Director of Career Services at Fairleigh Dickinson's Rutherford campus. She was retained by the project to develop a new approach to career planning for Women's Studies students.

Overall, the first year of the program was a great success for its participants. Tracé said that she "would recommend the program to other students." After just one year at Douglass, she feels she has "a stronger sense of who I am and what I am capable of doing." Tracé was one of the students who spoke before the Alumnae Council last fall.

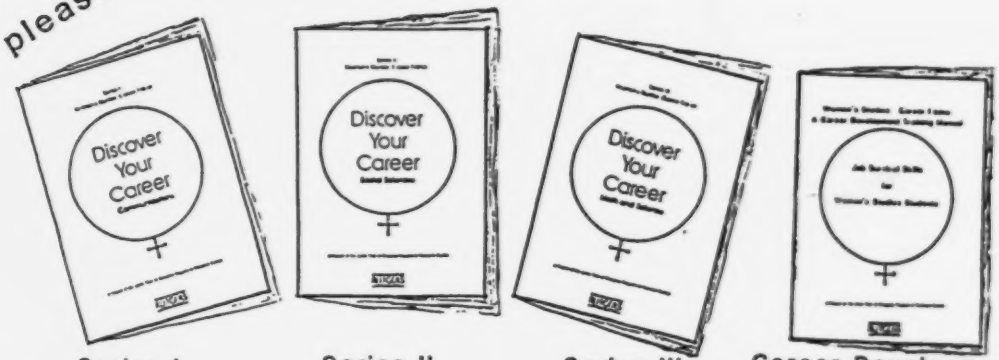
"The program offers just the right combination of scholarship, personal development and career planning to make it a truly worthwhile experience for young women interested in Women's Studies," according to Dr. Mappen. The four students who were at Douglass this year can attest to this. They are returning to their home institutions with a new perspective about their lives. As Tracé added, "I will never be the same. Attending Douglass was worth all the work and challenge."

The four students included Miriam Hammer of Bard College in New York, who was here for the fall semester, as well as Bea, Tracé and Sona. Sona began in the spring and will continue in the fall semester, along with the second class of Junior Year at Douglass students.

For more information about the program, please contact Dr. Ellen F. Mappen at 201-932-9197 or write to her at Women's Studies, Douglass College, New Brunswick, New Jersey 08901 □

NOW AVAILABLE
please post and announce

# Women's Studies: Career Focus Booklets




Series I Communications | Series II Social Sciences | Series III Math & Science | Career Development Training Manual

Series I, II, and III. Women's Studies offers benefits to students which, combined with a background in either Communications (English, Journalism, Communication), Social Sciences, Math, or Science, will enable them to develop marketable skills and effectively pursue their field of interest. Whether students plan to use their Women's Studies training to create employment opportunities directly related to women's issues, or to pursue a career path that is not specifically oriented towards women, a Women's Studies background will be invaluable.

These booklets have been designed to: help students think about how they can apply their background to their future career path; look at some of the career options open to people with their skills and interest; describe specific steps they might take to decide on and prepare for the career of their choice; and examine profiles of women with backgrounds similar to theirs and how these women have pursued their fields of interest.

Job Survival Skills for Women's Studies Students: A Career Development Training Manual is designed to give instructors (Women's Studies professors and Career Development personnel) concrete ideas and activities for teaching job survival skills to Women's Studies students. The manual includes ten modules, each of which provides background information on the topic, discussion guides, several exercises and assignments, and more. The module topics range from - "Making Your Women's Studies Degree Work For You, Not Against You" to "Goal-setting," "Networking," and the "Job Game." While the training manual is designed to be presented in a classroom situation or through a workshop series, individual students will also benefit from reading and following through on the suggested exercises.

To order the whole packet - which includes Series I, II, and III, as well as the Training Manual - or individual booklets, simply fill out and return the form below.

---

ORDER FORM -- WOMEN'S STUDIES CAREER FOCUS BOOKLETS

| | Please send: Number of copies | | Cost w/ postage* | | Price |
|---|---|---|---|---|---|
| Whole Packet (Series I, II, III, and Manual) | _____ | x | $ 3.00 | = | _____ |
| Series I: Communication, English, Journalism (17 pages) | _____ | x | $ 1.10 | = | _____ |
| Series II: Social Sciences (17 pages) | _____ | x | $ 1.10 | = | _____ |
| Series III: Math and Science (22 pages) | _____ | x | $ 1.10 | = | _____ |
| Career Development Training Manual (44 pages) | _____ | x | $ 1.60 | = | _____ |
| | | | Total Price | = | $_____ |

* Postage is based on book rate mailing and is subject to change.

I am enclosing a check or money order made payable to Rutgers University for the total price of _____ which includes postage and handling.

Return to: Junior Year at Douglass
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